



# Long Term Curriculum Overview for Year 4



Half Term	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2		
<b>Value</b>	<b>Belonging</b>		<b>Peace</b>		<b>Aspiration</b>	<b>Compassion</b>	<b>Resilience</b>	<b>Challenge</b>		
<b>Literacy Tree text</b>	The Mermaid of Zennor	The Selfish Giant	The Story of Tutankhamun	The Story of Tutankhamun	Winter's Child	Until I met Dudley	The Lion, the Witch and the Wardrobe	The Matchbox Diary	Jabberwocky	
<b>Literary Leaves</b>	Polar Bear Explorers Club		The Firework Maker's Daughter		Viking Voyagers	Arthur and the golden rope	The Lion the Witch and the wardrobe	Tamarind and the Star of Ishta		
<b>Science</b>	<b>Animals, including humans</b> Construct and interpret a variety of food chains, identifying producers, predators and prey. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions		<b>Sound</b> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound increases.		<b>States of Matter</b> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		<b>Electricity (Michael Faraday)</b> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and with whether or not a lamp		<b>Living things and their habitats</b> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	
								Review and consolidate		



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				lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors closes a circuit and associate this		
<b>History</b>		<p><b>Anglo-Saxons</b> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon tribes, invasions, settlements and kingdoms: Using artefacts to study their way of life and culture.</p>		<p><b>Vikings</b> Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor inherited the crown</p>		<p><b>Normans – fieldwork:</b> 1066 the death of Edward the Confessor The Battle of Hastings William the Conqueror Local history fieldtrip: Runnymede – the signing of the Magna Carta</p>
<b>Geography</b>	<p><b>Mountains</b> Name and locate the seven highest peaks in the world.</p>		<p><b>Rivers &amp; The Water Cycles</b> Describe and explain the features and processes of rivers.</p>	<p>Western Europe – linked to History – Where did the Vikings come from?</p>	<p><b>Sustainable Produce Farm to Fork</b> Settlements and land use- Fork to farm.</p>	



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	<p>Understand and describe the characteristics of mountains by understanding similarities and differences.</p> <p>Develop our geography skills and use 4 figure grid references on a map to locate mountains.</p> <p>Create graphs</p>		<p>Understand how rivers are used by people.</p> <p>Identify similarities and differences between three significant rivers.</p> <p>Understand and explain the process of the water cycle.</p> <p>Use maps and atlases to study rivers.</p> <p>Sketch maps.</p>			
<b>Art and Design</b>	<p><b>Pop art – Printing &amp; collage</b></p> <p>We will delve into the vibrant and exciting world of Pop Art, discovering how artists transformed everyday objects and popular culture into bold, colourful art. Inspired by the art of Andy Warhol and Julian Opie, we will explore the techniques and features used by Pop artists, and then create our own Pop Art collages using mixed media.</p>		<p><b>Sculpture - Clay</b></p> <p>We will study the artwork of Alberto Giacometti.</p> <p>We will sketch stick figure movements, create maquettes using foil, shape wire and then use appropriate tools to shape clay around the wire figure to create our own sculptures. We will evaluate our work.</p>		<p><b>Viking seascapes</b></p> <p><b>Experimenting with techniques</b></p> <p>We will experiment with cold water paste to create texture in our painting and use different tools.</p> <p>We will investigate marbling techniques to create pattern and movement</p>	<p><b>Study of great designers</b></p> <p>Coco Chanel, Vivienne Westwood, Kath Kidson</p> <p>Study the creations of famous designers mentioned above and create their own product using these as inspiration.</p> <p>Print on fabric using tie-dyes or batik – using vegetables to create the dye</p>
<b>Design and</b>		<b>Cooking and Nutrition – a savoury dish</b>		<b>Design and construct a moving vehicle</b>		<b>Designing and making a clothing item</b>



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<p><b>Technology</b></p>		<p>Start to know when, where and how food is grown          Prepare and cook a savoury dish, using a range of techniques          Use a heat source to cook ingredients, showing an awareness of the need to control temperature</p>		<p>using electrical circuits           Follow step by step instructions. Sketch our locomotive chassis. Understand what an exploded diagram is and why it is useful. Draw an exploded diagram. Use gent saws and other equipment to measure, cut and combine materials to construct a locomotive.          Construct an electric circuit pulley system to enable the vehicle to move.</p>		<p>Identify appealing design features and use their knowledge of a range of products to generate ideas          Design innovative products that have a clear purpose and are aimed at a specific user          Select from a range of materials that suit their design and cut, shape and score these as needed Assemble, join and combine materials with accuracy, using an appropriate sewing technique</p>
<p><b>Computing</b></p>	<p>Computing systems and networks – The Internet</p>	<p>Creating media - Audio production</p>	<p>Programming A – Repetition in shapes</p>	<p>Data and information – Data logging</p>	<p>Creating media – Photo editing</p>	<p>Programming B – Repetition in games</p>
<p><b>Religious Education</b></p>	<p><b>Buddhism</b>          Key Question: Is it possible for everyone to be happy?</p>	<p><b>Christianity</b>          Key Question: What is the most significant part of the nativity story for Christians today?</p>	<p><b>Buddhism</b>          Key Question: Can the Buddha’s teachings make the world a better place?</p>	<p><b>Christianity</b>          Key Question: Is forgiveness always possible for Christians?</p>	<p><b>Buddhism</b>          Key Question: What is the best way for Buddhists to live a good life?</p>	<p><b>Christianity</b>          Key Question: Do people need to go to church to show they are Christians?</p>



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Physical Education	PE Football	PE Basketball	PE Gymnastics	PE Fitness	PE Dance	PE Athletics
<b>Personal, Social, Health and Emotional</b>	Being Me in my world 'Who am I and how do I fit?'	Celebrating differences Respect for similarity and difference. Anti-bullying and being unique.	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Copying positively with change
<b>Modern Foreign Language (KS2) Spanish</b>	Phonetics 1 & 2	Seasons	Vegetables	Presenting myself	My family	In the classroom
<b>Music</b>	Toots	Toots	Toots	Toots	Toots	Toots.
<b>Safety</b>	<b>E-Safety</b> Consider copyright when sourcing images and media from the internet and protecting personal information.  Keeping safe at school (playground/field etc)	<b>E-Safety</b> Know where to go when you come across content or a contact that causes concern.  Fire Safety	<b>E-Safety</b> Consider copyright when sourcing audio and publishing their own compositions.  Lockdown Safety	<b>E-Safety</b> Consider appropriate and inappropriate behaviour online.  Electrical safety	<b>E-Safety</b> Develop safe search habits when searching images online.  Road Safety	<b>E-Safety</b> Obtain appropriate permission when recordings are made, edited and shown in safe, respectful and responsible.  School Trip safety
<b>Visits and Visitors</b>	Dental therapist visit			4 <sup>th</sup> -6 <sup>th</sup> March High Ashurst Residential		Visit to St Hilda's Church – Baptism and Holy Communion



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				Chertsey museum TBC		Runnymede – visit the site of the Magna Carta fieldwork
<b>Special Events</b>	Harvest	Anti-Bullying week Christmas Interfaith week		Easter		Sports Week District Sports