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| Year 4 – Curriculum Overview 1:2 | | | | | | |
| Subject | Autumn 1  Meet the Flintstones | Autumn 2  Leisure and local economy | Spring 1  Extreme Survival | Spring 2  Crime and Punishment | Summer 1  The Worlds Kitchen | Summer 2  Reign over us |
| Vocabulary | Stone Age, Rocks, Sedimentary, Igneous, Metamorphic, Slate, Limestone, Fossils, Pre-historic, Neanderthal, Cave Man, Flint, Fire, Weapon, Hunting, Gathering, Survival, Cave Drawings, Sabre-tooth tiger, Mammoth, Mastadon, Woolly Rhino, Skara Brae, Arrows, Axes | Parks, Leisure Centre, Zoo, Cinemas, Restaurant, Shopping centre, Entertainment centres, Fitness, Economy, Business, Shops. Chain makers, Stourbridge glass, Titanic anchor, Netherton, Dudley, Transport, Public Services, Colleges, Museums, Archives, Dudley Castle | Sahara Deserts, Siberia, Greenland, Temperature, Tropical, Adaptation, Time Zone, Seals, Blubber, Yurts, Bedouin, Camels, Cacti, Sandstorm, Altitude, Humidity, Sea level, Lizards, Gecko’s, Sand dunes, Hot springs, Geysers | Police, Law, Court, Prison, Justice, solicitor, History, Guillotine, Judge, Chambers, Judicial Robes. Bail, dock, Witness, Jury, Dungeons, Ball and Chain, Dick Turpin. Robin Hood, Thieves, Parole, Custody, Remand. Community Service, Juvenile, Torture, Tower of London. | Cuisine, Utensils, Recipe, Spices, Herbs. Ingredients, Kitchen, Chef, Restaurant, Waiters, Asian, Chinese, Lebanese, Greek, Traditional, Balanced Diet, Halal, Vegan. Vegetarian, Origins, Food groups, Drinks, Lassi, Sangria, Hygiene, Safety, Advertisements | Royalty, King, Queen, King Harold, William the Conqueror, Palace, Monarch, Tudors, Stewarts, Roses, Magna Carta, Henry VIII, United Kingdom, Commonwealth, Queen Victoria I, Queen Elizabeth I, King George, King Charles, Empire, Heir, Throne |
| Science | **Animals, including humans**   * 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  * Construct and interpret a variety of food chains, identifying producers, predators and prey | **States of Matter**   * 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 | **Living things and their habitats**   * 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 | **Sound**   * 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 source increases   Depth: Sound Assessment Question: Debate which animal has the best hearing- a mouse or an elephant? | **Forces and magnets**   * 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 closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * Recognise some common conductors and insulators, and associate metals with being good conductors | |
| History | * Iron Age Forts, tribal farming, art and culture * Show developing understanding of placing events and objects in Chronological order, divided into different periods of time. | * Choose, Select and combine Information from different sources to answer questions from the past using a range of sources. * Recognise some similarities and differences between time periods | * Identify some of the different ways the past, is represented * Make connections between different sources of information about the past | * Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes * Select and combine information from different sources to answer questions about the past | * Show knowledge and understanding of main events, people and periods, placing them in different time periods * Recognise similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes * Select and record information * Communicate their knowledge and understanding orally and in writing | |
| Geography | * Recognise Key geographical features of the UK and how some of these aspects have changed over time. | * Describe where places are and begin to say why they are like they are * Use secondary sources (e.g. aerial photos, texts, stories) * Use fieldwork to observe, measure, record and present human and physical features including sketches. | * Know key topics graphical features including hills, mountains, coasts and rivers * Use atlases, maps and globes and a range and say which they should use * Understanding geographical similarities and differences through a study of human and physical geography of an area within N/S America and communicate findings geographically | | * Locate the worlds countries using maps. Concentrating on key human and physical characteristics, environmental regions countries and major cities. * Identify and describe what places are like and how their differences affect the people living there. * Locate the geographical time zones of the world and understand the significate latitude and longitude hemispheres | * Understand geographical similarities and differences through a study of human and physical geography of regions of the UK * Use secondary sources e.g. aerial, photos, texts and stories. |
| ICT | **Modelling and Simulations**   * Begin to use software to represent 3D objects or items. * Understanding the computer network including the * Internet PowerPoint Presentations about our topic * Use coding to design, write and debug programs   Coding Unit 4.1 (Purple mash) | **Creating and Publishing**   * Use ICT to create a finished product or set of linked products, making revisions to their work. * Children to make a poster to advertise their local area * Creating PowerPoint presentations using ICT * Using internet to research Coding | **Communicating and collaborating online**   * Understand how emails work, * Share and exchange their ideas using e-mail and electronic communication- inside the school environment. | **Using the Internet**   * Know that they can use search engine tools for different types of media * Be aware that web sites are not always accurate, and information should be checked. * Develop keywords and enter them into a chosen search engine. | **Digital Literacy**   * Create simple stop motion animations * Using internet to research Coding   Animation Unit 4.6 (Purple mash) | **E-Literacy/digital Literacy**   * Be aware of e-safety issues * Using internet to research Coding   Online Unit 4.2 (Purple mash) |
| Music | * Learn how to look after an instrument properly. * Identify features of a guitar e.g. frets, strings. * Begin to understand and read musical notation * Apply musical notation to playing simple notes on the guitar. * Explore different musical elements on a range of instruments; compare and contrast: timbre; dynamics; duration. * Compose and perform simple tunes using a few notes. | * Increase knowledge of how to play notes on the guitar using correct fret and string. * Play in time to a beat. * Play familiar melodies from memory. * Recognise and use guitar symbols * Sing new and familiar songs with accurate pitch and pronunciation   -Develop knowledge of the 34 chords using musical symbols  - Count beats in 4/4 time and recognise the number of beats for a given note | * Maintain a steady pulse when playing guitar solo and in a group. * Be able to play a rhythm alongside a beat. * Recognise symbols for minim; crotchet; semi-breve. * Improvise using repeated patterns on tuned instrument (guitar) * Create an accompaniment for a melody * Combine changes in tempo to create an effect | * Explore pitch using pentatonic scales. * Use notation to record own compositions; describe their work using musical vocabulary * Explore changes in pitch using instruments. * Create tunes with increasing complexity of rhythm and increasing speed.   -Compose music using a given theme | * Learn increasing range of chords * Use correct fingering skilfully * Play in small group/ ensemble * Describe the musical elements of a classical guitar piece e.g. describe its ‘character’ tempo and pitch; * Compare with another classical composer from similar era | * Play an instrument (guitar) and perform ensemble from memory and simple notation * Compare music composed for different purposes e.g. music that illustrates a story; folk dancing * Be able to play up to 34 chords from their musical symbols. |
| PE | Multi – Skills  To choose, combine and perform skills more fluently and effectively in a variety of games.  Organise themselves well in a team  Use a variety of equipment of equipment with improved control | Gym/Dance  To explore ideas for dance inspired by different stimuli (music genres)  Copy, watch and describe dance movements – performing them with increase musicality rhythm and co-ordination  Describe how different dance activities make them feel. | Health Related Fitness  Explain and evaluate cardiovascular fitness  Set targets to improve their own cardiovascular fitness showing understanding of how it can improve over time.  Explain Heart Rate and how it changes at rest, during and after exercise  Participate in various activities to improve cardiovascular fitness such as aerobic dance, fitness circuits | Team Games – 1nvasion Games  Develop their own invasion games based on games they know (hockey, basketball, netball, rugby, football)  Create simple rules and lead/teach games to others.  Ability to run games themselves with officiating  Describe and evaluate their own and the performance of others | Team Games – Striking and Fielding  Develop their own net or striking and fielding games based on games they know (netball, tennis, cricket, rounders)  Create simple rules and lead/teach games to others.  Ability to run games themselves with officiating  Describe and evaluate their own and the performance of others | Athletics  Consolidate all basic movements of running, jumping and throwing – linking together where appropriate  Improve performance by recognising similarities and differences to the performance of others  Describe and evaluate their own and the performance of others |
| Art/DT | Art (inspired by ancient neolithic pottery)  - Plan, design and make  models from observation  or imagination  -Join clay adequately (slip, slurry, cross-hatching) and  construct a simple base  for extending and  modelling other shapes  -Shape, form, model and construct from imagination  -Use surface patterns /create textures. | DT (play park design)  -Indicate the design features of their products that will appeal to intended users  -Gather information about  needs and wants of particular individuals and  Groups  -Explain their choice of materials and components according to functional properties and aesthetic qualities  - measure, mark out, cut and shape materials and components with some accuracy  assemble, join and combine materials and components with some accuracy  - how to use learning from science and maths to help design and make products that work  -Use the correct technical vocabulary for the projects they are undertaking  - use their design criteria to evaluate their completed products | DT (shelter building)  -Describe the purpose of their products  -Develop their own design criteria and use these to inform their ideas  -Model their ideas using prototypes and pattern pieces  -Use computer-aided design to develop and communicate their ideas  -Make design decisions that take account of the availability of resources  -Select materials and components suitable for the task  -Order the main stages of making  -Assemble, join and combine materials and components with some accuracy  -Identify the strengths and areas for development in their ideas and products  -Refer to their design criteria as they design and make how well products have been designed  and made  -That materials can be combined and mixed to create more useful characteristics | Art (drawings inspired by courtroom sketches)  - Can draw whole sketches with detail of surrounds (i.e. including the background.  - Experiment with ways in  which surface detail can be  added to drawings.  - Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens  - Begin to show an awareness of objects having a third  dimension.  - Experiment with different  grades of pencil and other  implements to achieve  variations in tone.  - Create textures with a  wide range of drawing  implements.  -Apply a simple use of  pattern and texture in a  drawing. | DT (international cuisine)  -Indicate the design features of their products that will appeal to intended users  -Gather information about  needs and wants of particular individuals and  groups  -Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and  communicate their ideas  -Select ingredients and flavours suitable for the task  - Use a wider range of ingredients and flavours than KS1, including food ingredients, tools and utensils.  - Consider the views of others, including intended users, to improve their work  - How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking  - Show understanding that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate | Art (inspired by portrait paintings of royalty)  - Can use the colour wheel to mix different shades of the same colour.  - Can understand how to use tints and tones - to lighten and darken with the use of black and white.  - Can competently works with different consistencies of paint.  - Create different effects and textures with paint according to what they need for the  task  -Plan and draw their painting ideas with appropriate proportions. |
| RE | 18. Why do Muslims fast? Revisit earlier work on Islam. To keep on the straight path Muslims support each other. What holds up the house of Islam? The five pillars. Fasting during Ramadan. Real awareness of hunger. A test against the desires of the body | 19. Why do Sikhs celebrate Divali? Intro to Sikhism. The story of Akbar and the Guru’s kitchen. The story of Guru Hargobind and the 52 Hindu princess. We are all members of the same human race with one creator. Using metaphor’s to describe God. God as a potter. Divali in Sikhism. | 20. Why is the Bible called Holy? Explore different Bibles, children’s Bible, different translations. What makes it so special for Christians? Literal revelation. The Word of God. Inspired revelation – through the power of the Holy Spirit humans gain insights into the will and nature of God. | 21. What makes a good prayer? Praising (devotional) and asking (petitionary) prayer. Are there wrong things to ask for in prayer? Vindictive prayer. Selfish prayer? Christianity and the Lord’s Prayer. Islam and the Opening Prayer – the first chapter of the Qur’an. | 23. Is there evidence of religion locally? Explore the local community. Is there evidence of religious belief? What special buildings are there? Different branches of Christianity? Different religious traditions? Is there evidence of religion in people’s lives? | 24. Does the love of money lead to evil? Explore Jesus’ sayings about money. ‘You cannot serve two masters’. ‘The love of money is the root of all evil.’ 1 Tim 6:10. Revisit the story of Malak Bhago and Lalo. Can money corrupt? Does the love of money lead to evil? What are your |