Year 4 Curriculum Overview

	Discovery	Global	Wellbeing
Science		**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.	**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
	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	**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 (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Electricity:** - 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	**Year A** Local study – A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Ironstone Mining. Exploration of our locality and beyond	**Year A** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Egypt Technology Achievement	**Year A** Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon Art and Culture Leisure and Entertainment
	Year B Changes in Britain from the Stone Age to the Iron Age. Iron Age hill forts – tribal kingdoms, farming and culture. Exploration of our locality and beyond.	**Year B** The Roman Empire and its impact on Britain. Technology – roads, buildings, Guisborough Helmet.	**Year B** The Roman Empire and its impact on Britain. British Resistance - for example – Boudica. Resilience.
Geography	**Year A** **Place Knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Comparing North Yorkshire to an area in North America – National Parks.** **Geographical skills and fieldwork:** use fieldwork to observe, measure, record and present the human and physical features in	Year A **Locational Knowledge:** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **European Country or countries.** **Human and physical geography:** describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes.	**Year A**

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<table>
<tr><td></td><td>the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</td><td></td><td></td></tr>
<tr><td></td><td>Year B</td><td>Year B
Human and physical geography: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.

Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night.

Hot and Cold</td><td>Year B</td></tr>
<tr><td>Design Technology</td><td>Year A
Mechanisms: Moving Miracles
-    understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Structure: Christmas Decorations
apply their understanding of how to strengthen, stiffen and reinforce more complex structures</td><td>Year A
Electrical systems: Iron Man's Eyes
-    understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
Mechanisms: Shaduf Levers
understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</td><td>Year A
Cooking and Nutrition: Seasonal Ingredients/Brainy Breakfast Bars
-    understand and apply the principles of a healthy and varied diet
-    prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</td></tr>
<tr><td></td><td>Year B
Structures: Stone Age Houses
apply their understanding of how to strengthen, stiffen and reinforce more complex structures</td><td>Year B</td><td>Year B
Cooking and Nutrition: Soups
-    understand and apply the principles of a healthy and varied diet
-    prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</td></tr>
<tr><td>Art</td><td>Year A
Drawing
-    Experiment with the potential of various pencils
-    Draw both the positive and negative shapes
-    Initial sketches as a preparation for painting
-    Identify and draw the effect of light
-    Scale and proportion
-    Accurate drawings of whole people including proportion and placement
Form
-    Plan and develop
-    Experience surface patterns / textures
-    Discuss own work and work of other sculptors
-    Analyse and interpret natural and manmade forms of construction
Ironstone Mining Sculpture</td><td>Year A
Form
-    Shape, form, model and construct (malleable and rigid materials)
-    Plan and develop
-    Understanding of different adhesives and methods of construction
-    Aesthetics
Colour
-    Observe colours
-    Suitable equipment for the task
Egyptian jewellery, masks and art</td><td>Year A
Colour
-    Colour mixing and matching tint, tone, shade
-    Make colour wheels
-    Introduce different types of brushes
-    Close observation
-    Work on a variety of scales
Printing
-    Mono-printing
-    Colour mixing through overlapping colour prints
Plants, Georgia O'Keefe, Anglo Saxon Art and Culture, Illuminated letters</td></tr>
</table>

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	Planning Project – Anthony Gormley, Alberto Giacometti		
	Year B **Drawing** - Close observation - Accurate drawings of people – particularly faces - Work on a variety of scales - Computer generated drawings **Texture** - Use smaller eyed needles and finer threads - weaving - Tie dying, batik - Use a wider variety of stitches - Observation and design of textural art – - Experimenting with creating mood, feeling, movement - Compare different fabrics **Portraits, Colour to reflect mood, portraits in limited pallet warm/cool - Picasso, Stone Age baskets and clothing**	**Year B** **Colour** - Colour to reflect mood - Techniques- apply colour using dotting, scratching, splashing **Pattern** - Pattern in the environment - Design - Using ICT - Make patterns on a range of surfaces **Printing** - Relief and impressed printing - Recording textures/patterns **The Breakfast Table**	**Year B** **Pattern** - Explore environmental and manmade patterns Tessellation **Printing** - Use sketchbook for recording textures/patterns - Interpret environmental and manmade patterns - Modify and adapt print **Romans, clay pots**
Computing	**Year 4** **Digital Literacy – Internet behaviour / Safety** Pupils should be taught to: • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact *Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others* *Pupils explore how they interact with others and are introduced to the concept of cyberbullying. They also learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication* use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content *Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct searches that provide them with the most helpful and relevant information*	**Year 4** **ICT – Use apps including net based to create digital content** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data *Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject Presentations: Pupils learn to write and deliver a presentation on a given subject Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation' Sound and video: Pupils record and edit media to create a short sequence Working with data: Pupils learn to search, sort and graph information*	**Year 4** **Computer Science – Espresso / Scratch** Pupils should be taught to: • design write and debug programs that accomplish specific goals,…..solve problems by decomposing them in smaller parts • use sequence, selection and repetition in programs • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs *Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon Extension - Pupils create a simple game using a graphical language such as Kodu or Scratch*

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Music (Charanga Music Units)	**Mamma Mia – Year 4, Unit 1** 1 – Listen & Appraise: Mamma Mia (Pop) Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse as you are listening. 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 2 notes – G + A. Singing in unison Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. Improvise using up to 3 notes – G, A + B Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) 3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. **Glockenspiel Stage 2 – Year 4, Unit 2** 1 – Musical Activities using glocks Learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: ● Mardi Gras Groovin' ● Two-Way Radio ● Flea Fly ● Rigadoon ● Mamma Mia Revisit these tunes from Stage 1: ● Portsmouth ● Strictly D ● Play Your Music ● Drive Compose using the notes C, D, E, F + G. 2 – Perform & Share Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.	**Stop! – Year 4, Unit 3** 1 – Listen & Appraise: Stop! (Grime) Structure: Intro and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear: Digital/electronic sounds, turntables, synthesisers, drums. Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star. 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 2 notes – C + D. Singing and rapping in unison and in parts. Compose your own rapped lyrics about bullying or another topic or theme that you decide. 3 — Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. **Lean On Me – Year 4, Unit 4** 1 – Listen & Appraise: Lean On Me (Soul/Gospel) Structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Instruments/voices you can hear: Male vocal, backing vocal, piano, bass, drums, organ. Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star. 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 2 notes – F + G. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G. Improvise using up to 3 notes – F, G + A. Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A. 3 – Perform & Share Decide how your class will introduce the performance. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.	**Blackbird – Year 4, Unit 5** 1 – Listen & Appraise: Blackbird (Pop) Themes: Equality, civil rights. Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words of the song tell a story? Does the music create a story in your imagination? What story? 2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using 2 notes – C + D. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Which part did you play? Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale). 3 – Perform & Share melody, solo Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.
RE	Why do religions have rules? (Teachings/ Authority, Impact of Faith) How and why do Hindus (or Sikhs) celebrate Divali? (Teachings/ Authority, Worship) **Christmas** How do Christians celebrate Christmas today? (Worship, Belief)	How and why do religious people pray? (Worship, Belief) **Easter** Why is Lent such an important time for Christians? (Belief, Worship, Teachings/ Authority)	What can we learn about symbols and beliefs from visiting religious buildings? (Belief, Worship) What do religions say about the environment? (Belief, Teachings/Authority, Impact of faith)