

**Year 4 Curriculum Overview 2021-22**  
Mrs Dawson & Mrs Hay

	Autumn		Spring		Summer	
	Romans on the Rampage	The Polar Express	City Lights	Charlie and the Chocolate Factory	Tell me a dragon...	Mind your own business
Hook	Roman Day Poole Museum on site	Christmas present for parents – story book	Create a guide for Mrs Hunt to take to NYC	Animation project for Y3/ challenge to create library display	Leeson House – Corfe Castle	Mrs Harmon healthy challenge!
Lead Subjects	DT, History	Music, Geography	DT, Science	Computing, Science, Art	Art, Geography, History	DT, Science
Outcome	Parent Share Roman banquet ( <i>dressing up</i> )	Pyjama day! Sharing stories with foundation Hot chocolate party	Electricity Creation ( <i>Skyline of models at parent share</i> )	Art exhibition for school and parents/storytelling in the library	Animation presentation to Year 3	Leavers' Celebration Prepare and make healthy lunches for staff Recipe card hand outs for parents (Business)
English	Non-fiction Information texts ( <i>Romans</i> )	Fiction ( <i>The Polar Express/Winter Magic</i> ) Narrative stories – Journey Story Performance poetry	Non-fiction Persuasive texts ( <i>London guides</i> )	Fiction ( <i>Roald Dahl</i> ) Narrative – Change Story Performance poetry ( <i>Wonka characters</i> )	Non-fiction Informative leaflets ( <i>Corfe Castle</i> ) Fiction ( <i>Dragon Mountain</i> ) Narrative – Beat the Monster/Quest Story Performance poetry – Tell me a dragon, Dragon whisperer	Non fiction Explanation texts ( <i>The digestive system</i> )
Maths	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division Measure, length and perimeter	Multiplication and Division Area Fractions	Fractions Decimals	Decimals Money Time	Statistics Shape Position and direction
Science	<p><u>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</u></p> <ul style="list-style-type: none"> <li>➤ asking relevant questions and using different types of scientific enquiries to answer them</li> <li>➤ setting up simple practical enquiries, comparative and fair tests</li> <li>➤ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>➤ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>➤ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>➤ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>➤ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>➤ identifying differences, similarities or changes related to simple scientific ideas and processes</li> </ul> <p>using straightforward scientific evidence to answer questions or to support their findings</p>					
		<b>Living Things &amp; their Habitats:</b> Recognise that environments can change and that this	<b>Electricity:</b> Identify common appliances that run on electricity. Construct a simple series	<b>States of Matter:</b> Compare and group materials together, according to whether	<b>Living Things &amp; their Habitats:</b> Recognise that living things can be grouped in a variety of ways.	<b>Animals including Humans:</b> Describe the simple functions of the basic parts of the digestive system

		<p>can sometimes pose dangers to living things. (<i>Polar Bears &amp; other Arctic animals, Global Warming</i>)</p> <p><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 source increases.</p>	<p>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.</p>	<p>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)</p>	<p>Explore and use classification keys to help group, identify and name a variety of living things in their local environment.</p>	<p>in humans. Identify the different types of teeth in humans and their simple functions.</p>
Geography	<p><b>Place Knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy). <b>Locational Knowledge:</b> locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. <b>Human Geography:</b> types of settlement &amp;</p>	<p><b>Locational Knowledge:</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. <b>Physical Geography:</b> climate zones and the water cycle. <b>Human Geography:</b> types of settlement &amp; land use <b>Geographical Skills &amp; Fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use</p>	<p><b>Locational Knowledge:</b> name &amp; locate counties &amp; cities of the UK, geographical regions and their identifying human &amp; physical characteristics, key topographical features (including hills, mountains, coasts &amp; rivers) and land-use patterns; and understand how some of these aspects have changed over time. <b>Place Knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p>	X	<p><b>Geographical Skills &amp; Fieldwork:</b> use the eight points of the compass, 4 &amp; 6 figure grid references, symbols &amp; keys (including those in Ordnance Survey Maps) to build their knowledge of the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	X

	land use <b>Geographical Skills &amp; Fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	the eight points of the compass, 4 & 6 figure grid references, symbols & keys to build their knowledge of the wider world. <i>(The Arctic)</i>	(London) and a region within North America (New York).			
History	The Roman Empire and its impact on Britain. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ( <i>Roman culture in Britain - art, architecture, literature</i> )	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history ( <i>The first railways</i> )	X	X	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. <i>(Corfe Castle)</i>	X

### **Computing related articles**

**Article 13** Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

**Article 17** Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

D&T	<b>Design</b> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> understand how key events and individuals in design and technology have helped shape the world	X	Make a building for a class skyline (London/NY theme)	X	X	Design and make healthy lunch options for staff  Make a cushion/leaving keepsake from Henbury  <b>Cooking &amp; Nutrition</b> Understand and apply the principles of a healthy and varied diet
	Make Roman inspired buildings  <b>Technical Knowledge</b> Apply their understanding of how to strengthen more complex structures. <i>(Leaning Tower of</i>		<b>Technical Knowledge</b> Apply their understanding of how to strengthen more complex structures. <i>(Diagonal struts)</i>			

	Pisa/Coliseum		Understand and use electrical systems in their products			<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Technical Knowledge</b> Sewing Skills to be taught: Oversewing, running stitch and blanket stitch</p>
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- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

 learn about great artists, architects and designers in history

Art & Design	Explore/research famous Roman mosaics	X	Line drawings <b>Patrick Vale</b>	Pen/watercolour illustrations <b>Quentin Blake</b>	Dragon eye artwork <i>(detail/pastel work)</i> Watercolour 'Tell me a dragon' images <b>Jackie Morris</b>	Textiles Cushions
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- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

 develop an understanding of the history of music

Music	Beginning standard notation – recorders Italian words & symbols	Christmas music Recorders The Polar Express composition piece	Jazz: Nina Simone Recorders	Songs from the film Dance Composing contrasting pieces for effect Recorders	Singing in a round Recorders	Performing songs to a live audience Recorders
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**Music and art related articles**

**Article 29** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

**Article 31** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

French	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> </ul> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>					
	The Romans	Presenting Myself	The Family	My Home	In the Classroom Definite Articles	At The Café Months of The Year

**French related articles**

**Article 29** Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

**Article 31** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**PSHE**  
Whole School Jigsaw

PE						
	Gymnastics Multi-skills	Dance Netball	Multi-skills Rugby	Tennis Football	Multi-skills Athletics	Athletics Rounders & OAA

**PE related articles**

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R.E.	<b>Cycle 1</b>					
	Year 1/2- Naming religions, symbols and key stories, places of worship and key items Year 3/4- Holy books and festivals, key beliefs and rituals					
	Christianity	Christmas – the religious story, family traditions, true meaning	Judaism	Easter Story – the religious story, the true meaning	Hinduism	Christianity – stories of Jesus
	<b>Cycle 2</b>					
Year 1/2- Naming religions, symbols and key stories, places of worship and key items Year 3/4- Holy books and festivals, key beliefs and rituals						
Buddhism	Christmas – What	Sikhism	Christianity – traditions	Islam	Christianity – stories of Jesus	

		does Christmas mean to you?		at Easter		
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**RE related articles**

**Article 14** Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

**Article 12** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.