Year 4 Curriculum Overview – 2023-2024

Mathematics and English will be taught daily, following curriculum guidelines, and will be linked to the themes below, wherever possible.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Theme	**Saxon Secrets**		**Imagine Inspire Influence**		**Fragile Planet**	
Overview of Theme	Britain's settlement by Anglo Saxons and Scots. How do we know about their art and culture? What were their settlements kingdoms, place names and village life like? This is linked to our work in English writing Recounts and non-chronological reports.		A cross curricular topic, with a science D&T focus. We will be learning about inspiring innovators and inventors. As well as looking at their many achievements, we will be considering how they dealt with pitfalls and difficulties. We will be able to reflect on their resilience and use some of their behaviours in our own work. This will tie in with work in PSHE, where we will be learning about how we can develop a growth mindset. This will also link with biographies in English.		Recognise that environments can change and that this can sometimes pose dangers to living things. Critical thinking skills will be developed by looking at the evidence for and against climate change. We will also consider the different viewpoints involved with the climate change protesters. This is linked to developing arguments in our writing.	
Themed Days/ Special Events	Offsite Visit: Fitzwilliam Art Museum Harvest Anti-Bullying Week Remembrance Day Service Christmas Service Christmas Tree Festival in Church Ely Cathedral Virtual Christingle Service		Visit Recycling Education Centre Class Assembly, Easter Service, Book Week, STEM Week, Mandarin day. Children's Mental Health Week/Dress to Express Day		Sports Day	
Science	**Working Scientifically:-**					
	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		**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	
Geography	Locational Knowledge: Identify where countries are within Europe; including Russia. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.		Geographical Fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-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.		Human and physical geography: Describe and understand key aspects of physical geography, including: climate zones across the world, biomes (main focus) and vegetation belts. Explore weather patterns around parts of the world. Focus on biomes and climate change. Consider evidence for and against climate change. Describe how people have been affected by the environment. Examine how we use natural resources in the UK to generate energy. E.g. solar panels and wind farms.	
History	Britain's settlement by Anglo-Saxons and Scots. Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture.		Topic: Study of great inventors: past and present, such Isaac Newton and Henry Ford. Placing some historical periods in a chronological framework.		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:	
Computing	**Online Safety:-** use technology safely and keep personal information private, self-esteem, how to report.					
	Understanding Technology: Pupils understand the role of web browsers when viewing web pages and can explain how individual web pages can be found (e.g. by clicking on a favourite link, search result or by typing in a URL). They recognise that there is a difference between the Internet and the World Wide Web. Pupils recognise and		Digital Literacy: Pupils identify, collect and manipulate different types of data (e.g. numerical data from science experiments, words, still and moving images etc.) which they present as information, showing a greater awareness of purpose and audience. Pupils become more discerning in their choice of search technology		Programming: Pupils create and debug programs. They can: - use sequence and repetition. - refine algorithms to improve efficiency - control or simulate physical systems Pupils begin to explore and notice the similarities and differences between programming languages and use this knowledge to help them create	

	describe some of the services offered by the Internet, especially those used for communication and collaboration. Year 4 to create a real podcast: Search for 'Steeple Morden Primary News' in your podcasting app. Networks/Physical computing – school tour of network and server cupboard exploring Ethernet network and wireless access points.	to accomplish specific goals. They understand the need for efficiency when conducting searches, choosing keywords carefully. Tim Berners Lee to be studied as a great inventor. Raspberry Pi time lapse to document growth of plants in science.	and debug programs efficiently. Coding: Scratch/Python - physical computing; creating your own commands to operate a physical device.
Art & Design	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 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] and learn about great artists, architects and designers in history.		
	Techniques: Drawing People in proportion: Anglo Saxon people. **Textile:** Children develop their weaving and colouring fabric skills. They are also introduced to the skill of stitching	**Techniques: perspective** **Artist Studies**: Relief printers We will develop our drawing skills and our use of both colour and shape in design.	**Techniques: Textile** **Textile:** Children develop their weaving and colouring fabric skills. They are also introduced to the skill of stitching. Based on the work of Claire Louise Mather and Hannah Rae, children will create art tied to the local environment. **Artist Studies:** Claire Louise Mather/Hannah Rae. Richard Long.
Design Technology	**Processes:** Design purposeful, functional, appealing products based on design criteria. Generate, develop model & communicate ideas through talking, drawing, templates, mock-ups & computing where appropriate. Choose appropriate tools, equipment, techniques & materials from a wide range. Safely measure, mark out, cut and shape materials & components using a range of tools. Evaluate & assess products using design criteria.		
	Children research create and evaluate fabric containers and produce a money pouch using different stitches **Food & Nutrition**:- The food we make is predominantly healthy. Use a wider range of cookery techniques to prepare food safely. Baked Spring Rolls (To tie in with Chinese language). Chopping techniques for vegetables.	What is the process of design? Identifying problems and finding solutions. Analysing products. Building and testing. A practical activity using our knowledge of electricity. Looking at the design of torches through deconstruction. Consider specific needs of different torch users e.g. reading a book, headlights etc. The design and making process using our work in science on electricity. Problem solving: Constructing a boat to support a specific weight. STEM week. **Food & Nutrition:** Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or purchased. Use a wider range of cookery techniques to prepare food safely. Rice crispy chocolate cakes for Easter.	Build own pin-hole camera to photograph the natural world. Plan, construct, understand and incorporate linkage mechanisms into a book that has moving parts. **Food & Nutrition**:- Design and make a pizza from scratch. Pasta making for a low fat carbonara.
Music	Listen to a range of live and recorded music: Classical, Traditional and Pop. Understand the terms pulse, rhythm, timbre, texture, structure with a piece of music. Improvise a simple rhythm with instruments including the voice. Use voice expressively (chants, rhymes and songs) in developing an understanding of the melody of a song. Sing a song in 2 parts. Use tuned and un-tuned classroom percussion to play, compose and improvise. Play instruments using correct technique. Practise, rehearse and present performances to audiences.		
	Charanga Unit: Learning about the language of music through playing the glockenspiel/piano making links to our work on sound in Science. We will also sing, play, improvise and compose using staff notation. We will study the history and form of Beethoven Symphony No. 5 from the Classical period. Whole School Singing Practice. Harvest & Christmas Church Services involving choir. David Williams' Classic FM podcast explores the story behind the music.	Charnaga Unit: Learning about the language of music through singing, playing, improvising and composing based on apprising 'Lean on Me' by Bill Withers. We will study modern composer, John Rutter and pieces related to the choral piece 'For the Beauty of the Earth'. Whole School Singing Practice Easter Church Service	Connecting Notes and feelings – how does music shape our way of life? Purpose, Expression and Identity. How does music connect us with the environment?

PE	**Acquiring & Developing Skills:** Swimming Tag Rugby. Gymnastics: matching and mirroring.	**Acquiring & Developing Skills:** Games: Invasion Games, hockey. Effective use of space through tactical positioning.	**Acquiring & Developing Skills:** Invasion games: Netball and Hockey. Focusing on skills and techniques applied in own and others' work and use this	**Acquiring & Developing Skills:** Games: Striking and Fielding Games. Tennis.	**Acquiring & Developing Skills:** Cricket: striking and fielding. Dance: Natural world themed.	**Acquiring & Developing Skills:** Athletics: running, jumping, throwing

			understanding to improve performance. Gymnastics: Balance and travelling.			
	Evaluate & improve performance, comparing performance to others.					
Personal, Social, Health Education (PSHE)	**Myself & My Relationships Family and Friends** **Citizenship Rights, Rules & Responsibilities** **Myself & My Relationships Managing Change**		**Myself & My Relationships Anti-bullying** **Economic Wellbeing Financial Capability**		**Healthy & Safer Lifestyles Relationships and Sex Education** **Healthy & Safer Lifestyles Drug Education** **'Celebrating Girl's friendships'**.	
RE	Creation to Fall – What do Christians learn from the creation story? Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. Hinduism (Dharma) - How does the story of Rama and Sita inspire Hindus to follow their dharma?		Incarnation/God– The New Testament presents Jesus and the answer – the Messiah and the Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst the humans. What is the Trinity? Epiphany. Lent. Easter Story. Islam - 5 pillars of Islam. The features of a Mosque. Who was the prophet Muhammad? A day in the life of a Muslim child. Muslims around the world.		Salvation – Jesus' death and resurrection effects the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. Why do Christians call the day Jesus died 'Good Friday'? Sikhism - Equality How to Sikhs put their beliefs on equality into practise?	
Language	Mandarin is a form of Chinese and is spoken by nearly 1 billion people. Tones, PinYin, Counting to over 20 Greetings Cultural Knowledge		Days of the week Month/Birthdays Colours Classroom objects Chinese day combined with Y3's French day (a cultural exchange) or a whole school event in the summer term.		Food Animals	