Year 4 Curriculum Overview – 2022-2023 – Curriculum Drivers (Arts/Environment/Spirituality/Initiative)
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: TBC October: Harvest November: Remembrance Day Service December: Christmas Service (KS2 perform).		Visit TBC Class Assembly, Easter Service, Book Week, STEM Week, Class Photo, Mandarin 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	[Statutory] 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.		[Statutory] The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:	
Computing	**E-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		Digital Literacy: Pupils identify, collect and manipulate different types of data (e.g.		Programming: Pupils create and debug programs. They can: - use sequence and	

	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 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.	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 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. Birdbox remote infrared camera to monitor birds in school bird box.	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 and debug programs efficiently. Coding: Scratch/Python - physical computing; creating your own commands to operate a physical device. Raspberry Pi Weather Station (lunchtime project) Digital art using iPad; the starry night sky.
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.	Techniques: perspective Artist Studies: Charles Rennie Mackintosh, Kandinsky, Sir Norman Foster, Barbara Hepworth and Henry Moore We will develop our drawing skills and our use of both colour and shape in design.	Techniques: Printing – carbon, relief, press, fabric, rubbing. Experiment with different tools on rigid and flexible materials. Artist Studies: Andy Goldsworthy. Richard Long. Van Gough The Starry Night Sky.
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 create a moving Viking figure though text based python programming using a Raspberry Pi computer. Some of the most able children create their own 6 month exposure camera to produce a solar graph which will be developed in time for the pinhole camera work in the Summer term 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.	Charanga 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	10 Pieces Whole School Singing Practice Ladysmith Black Mombasso (world music) Rain Beautiful Rain. We will study the history and form of some 'early' music. O Euchari Hildegard a 12th century chant.

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

| Personal, Social, Health Education (PSHE) | **Myself & My Relationships Family and Friends**
 • What is a healthy friendship and how does trust play an essential part?
 • What skills do I need for choosing, making and developing friendships and how effective are they?
 • How can I help to resolve disagreements positively by listening and compromising?
• Can I empathise with other people in a disagreement?
• How can I check with my friends that their personal boundaries have not been crossed?
• How do my family members help each other to feel safe and secure even when things are tough?
 • Who is in my network of special people now and how do we affect and support each other?

Citizenship Rights, Rules & Responsibilities
 • What does it mean to be treated and to treat others with respect?
• Who are those in positions of authority within our school and communities and how can we show respect?
 • Why do we need rules and conventions at home and at school?
• What part can I play in making and changing rules?
• What do we mean by rights and responsibilities?
• What are my responsibilities at home and at school?
• How do we make democratic decisions in school?
• What is a representative and how do we elect them?

Myself & My Relationships Managing Change
• What changes have I and my peers already experienced and what might happen in the future?
 • What helps me when I'm experiencing strong emotions due to loss or change?
 • What strategies help me to thrive when my friendships change?
• How might I behave when I feel strong emotions linked to loss and change?
 • How might people feel when loved ones or pets die, or they are separated from them for other reasons?
• What changes might people welcome and how can they plan for these? | | **Myself & My Relationships Anti-bullying**
• How are falling out and bullying different?
• How do people use power when they bully others?
 • What are the key characteristics of different types of bullying?
• How can lack of respect and empathy towards others lead to bullying?
• What is the difference between direct and indirect forms of bullying?
• What are bystanders and followers and how might they feel?
• Do I understand that bullying might affect how people feel for a long time?
• How can I support people I know who are being bullied by being assertive?
• How does my school prevent bullying and support people involved?

Economic Wellbeing Financial Capability
• What different ways are there to earn and spend money?
• What do saving, spending and budgeting mean to me?
• How can I decide what to spend my money on and choose the best way to pay?
• What might my family have to spend money on?
• What is 'value for money'?
 • How do my feelings about money change?
 • How do my choices affect my family, the community, the world and me? | | **Healthy & Safer Lifestyles Relationships and Sex Education**
• What are the main stages of the human life cycle? Science
 • How did I begin? Sex Education
• What does it mean to be 'grown up'?
• What am I responsible for now and how will this change?
• How do different caring, stable, adult relationships create a secure environment for children to grow up?

Healthy & Safer Lifestyles Drug Education
• What medical & legal drugs do I know about, and what are their effects?
 • Who uses and misuses legal drugs?
 • Why do some people need medicine and who prescribes it?
 • What are immunisations and have I had any?
 • What are the safety rules for storing medicine and other risky substances?
 • What should I do if I find something risky, like a syringe?
• What do I understand about how friends and the media persuade and influence me?

'Celebrating Girl's friendships'. Help girls to develop strategies to recognise reduce relational aggression in themselves and others and. A course of six 45 minute lessons, centring on specific friendship issues that can occur between young girls. | |

| RE | Creation Fall – Unit 2A.1: 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. | | Incarnation/God– Unit 2A.3: 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 | | Salvation – Unit 2A.5: Jesus' death and resurrection effect 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 | |

		the flesh, and that, in Jesus, God came to live amongst the humans. What is the Trinity?	Christians call the day Jesus died 'Good Friday'?
	Nativity Story.

Hinduism Dharma - How does the story of Rama and Sita inspire Hindus to follow their dharma? | 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. | Sikhism Equality
How do 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 |