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| **Curriculum overview**  **Year 4** | |
| **School Curriculum Priorities: Cross curricular opportunities to incorporate Maths. Phonetical awareness across the curriculum** | |
| **Children will communicate their learning across all areas of the curriculum using and applying their skills in English, Mathematics and Computing** | |
| **Key Learning Themes** | |
| **How did the Tudor period impact life in Britain today?**  **History**  -a study of an aspect of theme in British history that extends pupils chronological knowledge beyond 1066.  **Art**  **Focus:** Drawing and Painting (Tudor Portraits)  Pupils should be taught:  - To improve their mastery of Art and design techniques, including drawing, painting and sculpture [for example, pencil]  - 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.  - I can sketch an outline of the still life objects.  - To create patterns using printing techniques  **Formal elements of art:**     * I can make a printing block using playdough * I can press an object into the block to create texture and pattern * I can print using my playdough block by: coating the surface in ink and placing paper over the block and pressing with my hand * To create patterns using a stamp * I can make my own stamp using geometric and mathematical shapes * I can use my stamp to create prints * I can make my prints unique through my use of colour and pattern * When printing I have tried to use: * Symmetrical patterns * A simple symmetrical figure * To create patterns using reflection and symmetry      * I can apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern * To develop a range of mark-making techniques * I can experiment with charcoal to create different textures and effects * I can express the meaning of words and phrases in an abstract way using an appropriate charcoal technique   **Science**  **Sound**  Pupils should be taught to:  -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.  **Design and Technology**  **Focus: Construction (Making musical instruments)**  When designing and making, pupils should be taught to:  To create a musical instrument from recycled materials  I can see further uses for recycled materials    **Focus: electrical systems**  To analyse and evaluate electrical products    I can identify the features of a torch  I understand how a torch works  I can say what is good and bad about different torches  I understand what is important in torch design  To design a torch    I can factor in who my product is for in my design criteria  I can design a torch which satisfies both the design and success criteria  To make and evaluate a torch    I can make a working circuit with a switch  I can use appropriate equipment to cut and attach materials  I can assemble a torch according to my design criteria  I can assemble a torch which satisfies the success criteria  I can test my torch to evaluate its success  **Art and design:**  I can experiment with charcoal to create different textures and effects- remembrance day art.  **Sculpture:**  I can use tools and my hands to carve, model and refine my sculpture. Tudor monarch masks.  **Music (Using of own Instrument to compose accompaniment to Christmas Play song/songs: Look at sounds from different instruments and different types of music/musicians/composers)**  Pupils should be taught to:  -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 and understanding of the history of music  **Science linked music-**  learning about pitch and amplitude and how we can change these.  **What factors determine where volcanoes are in the world?**  **Geography**  -locate the world’s countries, using maps (pertinent to location of volcanoes)  -identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and  Antarctic Circle.  -describe and understand key aspects of:  -physical geography, including: Mountains, volcanoes  -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  **Geography (Study of a region in the UK: Peak District? Birmingham? and a region in a European Country: France)**  -locate the world’s countries, using maps to focus on **Europe** (including the location of Russia), concentrating on their environmental  regions, key physical and human characteristics, countries, and major cities  -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **(only in reference to region in UK studied)**  -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  -identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and  Antarctic Circle and time zones (including day and night)  -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**  -physical geography, including: **climate zones**) **rivers,** **mountains (in Europe)** and the Water Cycle (Link to States of Matter in Science curriculum)  -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  -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.  **Design technology:**  **Focus- pavilions.**  To create a range of different shaped frame structures    I know what a pavilion is  I can explain the purpose of world expos and pavilions  I can make a variety of different frame structures.  To create a range of different shaped frame structures  I know what a pavilion is  I can explain the purpose of world expos and pavilions  I can make a variety of different frame structures.  To build a frame structure    I can build a free-standing structure  I can select appropriate materials to build a strong structure  I know how to reinforce corners to strengthen my structure  I refer to my design sheet to create my pavilion  To add cladding to a frame structure    I can select appropriate materials for my cladding  I can add cladding which reflects my design  I can create different textural effects with my chosen material  **Art**  **Focus:**  **To create a small scale sculpture:**  I can draw a design for a three-dimensional piece  I can work with the material safely and creatively to make a recognisable object  I can use tools and my hands to carve, model and refine my sculpture  **Art and design skills:**  Evaluate and analyse creative works using the language of art, craft and design.  Learn about great artists, architects and designers in history.  -Andy Warhol Mount Vesuvius as a stimulus.  **Music (Garage Band: Volcano Eruption)**  Pupils should be taught to:  -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  **How have the early Anglo-Saxon settlements influenced how we live today?**  **History**  **Britain’s settlement by Anglo-Saxons and Scots**  This could include:  -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire  -Scots invasions from Ireland to north Britain (now Scotland)  -Anglo-Saxon invasions, settlements and kingdoms: place names and village life  -Anglo-Saxon art and culture  -Christian conversion – Canterbury, Iona and Lindisfarne  (Local perspective-River Sherbourne Settlement)/Forest of Arden (brochures linked Iona, Lindisfarne and Canterbury)  **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  This could include  -Viking raids and invasion  -resistance by Alfred the Great and Athelstan, first king of England  -further Viking invasions and Danegeld  -Anglo-Saxon laws and justice  -Edward the Confessor and his death in 1066  **Art**  **Focus:** Drawing, painting (Link to Saxon art/ Viking longships- crossing to invade: blues, blacks, greys)  **Every picture tells a story:**  To analyse and act out a famous painting the Bayeux Tapestry  I know that artists tell stories in their artwork and that art can be about feelings  I can look hard at a picture to see details and understand the artwork  I can describe the formal elements in a picture  To analyse and find meaning in a painting  I can understand and describe the story behind a painting  I can act out the story behind a picture  To focus on different parts of a painting  I can focus on different parts of a picture, interpreting the meaning and stories behind them  To analyse abstract paintings and describe the stories behind them  I know that artists tell stories in their artwork, whether it is realistic or abstract, and that art can be about feelings  I can describe the formal elements in a picture  I can create a drawing based on a famous piece of art  Within this picture explore:  I know that ’tone’ means the lightness or darkness of something  I can use light, medium and dark tones to make the drawing look three-dimensional  I can add highlights to my drawing  **Sculpture Allesley skills:**  Creating own clay rune with Viking lettering..  **Focus – To recreate a traditional design style**  I know about the creation of the willow pattern  I can choose three parts from a story to use in my willow pattern design  I can make my own willow pattern design by:  drawing the three parts of my story  using undiluted ink to add detail  using a water wash to add lighter tones  adding an outline to my plate  To paint in the style of a famous artist    Design Technology:  **Focus- textile fastening**  To identify and evaluate different types of fastenings  To explain the advantages and disadvantages of each fastening type  I know what the main types of fastenings are  I can say what the benefits of each fastening type are  I can say what the disadvantages of each fastening type are  I can design a product to meet a design criteria    I can design a product based on a design criteria  I can write a design criteria  My design includes a fastening  To make and test a paper template  I can make a paper template  I know how to test my paper template  To assemble their book jacket    I can join fabric by sewing  I can stick to my design criteria  My product is fit for purpose  **Music:**  Pupils should be taught to:  -listen with attention to detail and recall sounds with increasing aural memory  -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.  - Compose a piece of music to go alongside a Norse legend.  - I choose and order my sounds with a meaning in mind (pitch, dynamics, duration, tempo)   * I can record my music systematically using a graphic score | |
| **Focus Subject Learning** | |
| **Science** | **Working Scientifically**  **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:**  **asking relevant questions and using different types of scientific enquiries to answer them**  **setting up simple practical enquiries, comparative and fair tests**  **making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers**  **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions**  **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**  **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**  **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**  **identifying differences, similarities or changes related to simple scientific ideas and processes**  **using straightforward scientific evidence to answer questions or to support their findings.**  **Sound (Autumn 1)**  Pupils should be taught to:  -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.  **Electricity (Autumn 2)**  Pupils should be taught to:  -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.  **States of Matter (Spring)**  Pupils should be taught to:  -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 (Link to Rivers and Europe) and associate the rate of evaporation with temperature.  **Living things and their habitats (Summer 1)**  Pupils should be taught to:  -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 (Summer 2)**  -construct and interpret a variety of food chains, identifying producers, predators and prey.  -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. |
| **Geography** | **Mapping Skills (Spring 2: Link to Outdoor and Adventurous activities)**  -use the eight points of a compass, two to four figure grid references, symbols and key (including ordnance Survey maps) to build their knowledge of the United Kingdom and the Wider World |
| **PE** | Key Stage 2: Pupils should be taught to:  -use running, jumping, throwing and catching in isolation and in combination  -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  -perform dances using a range of movement patterns  -take part in outdoor and adventurous activity challenges both individually and within a team  -compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Computing** | Key Stage 2: Pupils should be taught to:  -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  -use sequence, selection, and repetition in programs; work with variables and various forms of input and output  -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration  -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating 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 and information  -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  (See separate computing overview with Year group coverage: Access through Resources by subject- Computing) |
| **PSHE** | (Whole School Themes)  Autumn 1 Me and My Relationships  Autumn 2  Valuing Differences  Spring 1  Keeping Myself Safe  Spring 2  Rights and Responsibilities  Summer 1  Being my Best  Summer 2  Growing and Changing |
| **RE** | To be completed by teachers from each year group (Statutory Coventry Scheme/ Planning) |
| **Languages** | Pupils should be taught to:  -listen attentively to spoken language and show understanding by joining in and responding  -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*  -speak in sentences, using familiar vocabulary, phrases and basic language structures  -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*  -present ideas and information orally to a range of audiences\*  -read carefully and show understanding of words, phrases and simple writing  -appreciate stories, songs, poems and rhymes in the language  -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through --using a dictionary  -write phrases from memory, and adapt these to create new sentences, to express ideas clearly  -describe people, places, things and actions orally\* and in writing |