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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 materialsI can see further uses for recycled materials**Focus: electrical systems** To analyse and evaluate electrical products I can identify the features of a torchI understand how a torch worksI can say what is good and bad about different torchesI understand what is important in torch designTo design a torch I can factor in who my product is for in my design criteriaI can design a torch which satisfies both the design and success criteriaTo make and evaluate a torch I can make a working circuit with a switchI can use appropriate equipment to cut and attach materialsI can assemble a torch according to my design criteriaI can assemble a torch which satisfies the success criteriaI 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 isI can explain the purpose of world expos and pavilionsI can make a variety of different frame structures.To create a range of different shaped frame structures I know what a pavilion isI can explain the purpose of world expos and pavilionsI can make a variety of different frame structures.To build a frame structure I can build a free-standing structureI can select appropriate materials to build a strong structureI know how to reinforce corners to strengthen my structureI refer to my design sheet to create my pavilion To add cladding to a frame structure I can select appropriate materials for my claddingI can add cladding which reflects my designI 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 pieceI can work with the material safely and creatively to make a recognisable objectI 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 TapestryI know that artists tell stories in their artwork and that art can be about feelingsI can look hard at a picture to see details and understand the artworkI can describe the formal elements in a pictureTo analyse and find meaning in a paintingI can understand and describe the story behind a paintingI can act out the story behind a pictureTo focus on different parts of a paintingI can focus on different parts of a picture, interpreting the meaning and stories behind themTo 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 feelingsI can describe the formal elements in a pictureI can create a drawing based on a famous piece of artWithin this picture explore: I know that ’tone’ means the lightness or darkness of somethingI can use light, medium and dark tones to make the drawing look three-dimensionalI 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 patternI can choose three parts from a story to use in my willow pattern designI can make my own willow pattern design by:drawing the three parts of my storyusing undiluted ink to add detailusing a water wash to add lighter tonesadding an outline to my plateTo 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 areI can say what the benefits of each fastening type areI can say what the disadvantages of each fastening type areI can design a product to meet a design criteria I can design a product based on a design criteriaI can write a design criteriaMy design includes a fasteningTo make and test a paper templateI can make a paper templateI know how to test my paper templateTo assemble their book jacket I can join fabric by sewingI can stick to my design criteriaMy 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
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| **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 RelationshipsAutumn 2  Valuing Differences Spring 1  Keeping Myself SafeSpring 2  Rights and ResponsibilitiesSummer 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 |