



Our school vision is for our children to be happy and responsible young people who achieve their best.

Yearly Curriculum Overview

Year Group/Phase: Year 4		Academic Year: 2017/18	
Term	Autumn	Spring	Summer
Theme	On the move: Role: Inventors and researchers Purpose: Asked to research and advise the Prime Minister on the transport of the past and future Client: A famous transport business entrepreneur	Into the Wild: Role: Museum Investigation team Purpose: create a community museum Client: Head of the RAMM	Time travellers: Role HBC History Reporters Purpose: Produce a TV show Client: TV Executive
Literacy	English will be taught according to the Year 4 curriculum and will be adapted as necessary to suit the children's needs.	English will be taught according to the Year 4 curriculum and will be adapted as necessary to suit the children's needs.	English will be taught according to the Year 4 curriculum and will be adapted as necessary to suit the children's needs.
Maths	Number and place value - 4 digit numbers Number - addition and subtraction Number - multiplication and division Measurement - area	Fractions - addition and subtraction Decimals Measurement - time Measurement - money	Measurement - area, perimeter and length Geometry - angles Geometry - shape and symmetry Geometry - position and direction Statistics
Science	Our changing world Switched on	In a state Good vibrations	Where does all that food go? Human impact Who am I?
History	Inventions and changes in transport and how they have affected people's lives since 1066 to the present.	Britain from the Stone Age to the Iron Age	Early Civilisations - :Ancient Egypt
Geography	Global travel and travel of the future Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Make a water cycle sculpture Describe and understand key aspects of physical and human geography, including rivers, mountains, the water cycle and types of settlement	Exploring with map skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four-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 (orienteeing) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country / Africa.



Our school vision is for our children to be happy and responsible young people who achieve their best.

<p>DT</p>	<p>Making peg planes: Develop the knowledge, understanding and skills needed to engage in a process of designing and making. To generate, develop, model and communicate their ideas through discussion, annotated sketches and other means.</p>	<p>Salt-dough stone henge Stone age pots and feasts! <i>Develop the knowledge, understanding and skills needed to engage in a process of designing and making. They will be learning to generate, develop, model and communicate their ideas through discussion, annotated sketches and other means.</i></p>	<p>Make a sarcophagus Develop the knowledge, understanding and skills needed to engage in a process of designing and making in a range of contexts. They will generate, develop, model and communicate their ideas through discussion, annotated sketches and other means.</p>
<p>Art</p>	<p>Book Week: Journey by Aaron Becker: Drawing, painting and using clay to create imaginary worlds and mythical creatures (centaurs).</p> <p>Creating wire sculptures to create a Centaurs/Griffins habitat in our book nooks.</p> <p>To experience drawing cartoon strips and learn about how to tell a story in a series of pictures. To appreciate why African masks are not realistic and how to build up a mask design using patterns and shapes. To learn how to apply papier mache and paint to a surface. To learn how to apply paint to fabric. To learn about symbolism in peace flags. To gain skills in making skeleton mobiles out of card. To decorate and learn about the art of the festival - the Day of the Dead. To create snow flake designs out of pipe cleaners.</p>	<p>Stone age cave paintings</p> <p><i>Investigate a range of Art forms and the work of various artists from different cultures and religious contexts. Use the understanding gained to produce their own work, using a range of media and styles.</i></p> <p><i>To continue to build skills in painting and blending colours.</i> <i>To understand the basics of colour mixing.</i> <i>To develop model making skills.</i> <i>To continue drawing and sketching skills.</i> <i>To build skills in the scraperboard technique.</i></p>	<p>Ancient Egyptian art and masks/headresses</p> <p>Investigate a range of Art forms and the work of various artists from different cultures and religious contexts. Use the understanding gained to produce their own work, using a range of media and styles.</p> <p>To experience building up a simple design and improving and strengthening it. To look at artists's works and develop the language for looking and understanding a piece of art. To gain experience at rough sketching outdoors.</p>
<p>PE</p>	<p>Gym - Balance, receiving body weight. Invasion games - football</p>	<p>Dance - Machines, What's the time? Characters. Matilda Net and wall games - tennis</p>	<p>Striking and fielding, rounders Athletics</p>
<p>RE</p>	<p>To understand the religious concept of Pilgrimage. To appreciate why African masks are made and the kinds of ceremonies they are used in. To understand why prayer flags are made in Tibet. To gain insights into the festival of the Day of the Dead. To develop an understanding of Diwali and the symbolism of this festival.</p> <p>To gain experience of looking at a Botticelli nativity scene.</p>	<p><i>To continue an understanding into religious festivals such as Chinese New Year.</i></p> <p><i>To hear more religious stories and understand their meaning.</i></p> <p><i>To learn about illuminated manuscripts and understand why they were made by monks.</i></p>	<p><i>To appreciate the celebration of the Summer Solstice and celebrations at Stonehenge.</i></p> <p><i>To gain an understanding of Saints and to design a self-portrait exploring your qualities as a saint.</i></p> <p><i>To continue to look at festivals and hear religious stories.</i></p>



Our school vision is for our children to be happy and responsible young people who achieve their best.

<p>UNCRC articles)</p>	<p>talents and abilities] (SELF ESTEEM)</p> <p>BE FRIENDLY, BE WISE (A2) [Article 15: You have the right to learn & play with your friends safely] (FRIENDSHIP&SAFETY)</p>	<p>medicine, information & health care to help you stay healthy] (SELF-RESPECT)</p> <p>DARING TO BE DIFFERENT (Sp2) [Article 13 : You have the right to learn about yourself and others] (RESILLIENCE)</p> <p>E-Safety - using technology safely and responsibly. Use and explain algorithms and begin to detect and correct errors. Select and use different software and appropriate software to complete a task.</p>	<p>(EMPATHY)</p> <p>JOINING IN AND JOINING UP (Su2) [Article 14: You have the right to live freely and be treated with respect] (RESPECT)</p>
<p>Music</p>	<p>Drumming and notation. Steel pan workshops. Learning about and playing chords. Playing background "rolls" and simple tunes. Songs from "Sing Up" and "Out of the Ark" series.</p>	<p>Ukulele workshops. Continuing work begun in YR3. Strumming chords and plucking simple tunes. Reading notation. Songs from "Sing up" and "Out of the Ark".</p>	<p>Singing in rounds/parts. Composition in groups using tuned and untuned percussion. Poem as inspiration. Listening to wide spectrum of music. Compare and simple analysis.</p>
<p>French</p>	<p>Greetings Introducing ourselves - questions Colour Classroom phrases/instructions Verbs</p>	<p>Revisit previous learning Days, months, In the classroom/at my house Directions - left + right</p>	<p>Birthdays Weather Clothes Compass directions</p>
<p>ICT</p>	<p>Stop motion animation Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Internet safety Use technology safely, respectfully and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Using IT to research and gather information use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>



Our school vision is for our children to be happy and responsible young people who achieve their best.