








## Year 4 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b> 	<b>The Viking and Anglo-Saxon Struggle for the Kingdom of England</b> What were the causes and consequences of the Viking and Anglo-Saxon Struggle for the Kingdom of England?		<b>Ancient Egypt</b> How do we know so much about this ancient civilization?		<b>Tudor Britain – explorers and expansion (Sir Francis Drake)</b> Why was the Tudor period such a significant period in British history?	
<b>Geography</b> 		<b>Raging Rivers</b> Locate world’s rivers on map Erosion and deposition Different landforms created by rivers, including meanders, v-shaped valleys and oxbow lakes Consider why rivers are so important, including The Amazon River Learn about impact of flooding		<b>Mountains, Volcanoes and Earthquakes</b> Structure of the Earth – what is the Earth made of Fold Mountains – how are they formed Volcanoes – what happens when a volcano erupts Study of Fuego eruption /Tohoku earthquake in Japan		<b>Exploring The Alps</b> Similarities and differences between this area of Europe and London . They learn that the Alps are spread out over different countries in Europe and are able to locate these countries on a world map. They learn about life on the Alps, make links to tourism and learn how plants and animals survive in harsh climates.
<b>Science</b> 	<b>Electricity</b> Appliances that use electricity. Components of a circuit. Simple series circuits.	<b>Sound</b> How sounds are made – vibrations. Links between vibrations and pitch. Link between vibrations and volume.	<b>States of matter</b> Solids, liquids and gases. Changes in state when a material is heated or cooled.  Rate of evaporation linked to temperature		<b>Animals, including humans</b> Functions of the basic parts of the digestive system. Different types of teeth in humans and their functions. Producers, predators and prey in food chains.	<b>Living things and their habitats</b> Grouping living things using classification keys. Using keys to identify living things. Link between changes in environments and dangers to living things.
<b>Reading</b> 					F)	
<b>Writing</b> 	<b>Information</b> Non-chronological report: Vikings  <b>Instructions</b> How to be a Viking Warrior (Cressida Cowell book)  <b>Narrative</b> Write a third person narrative (link to Vikings – assessment piece, based on How to Be a Viking Hiccup picture book)	<b>Instructions</b> What to do in the event of a flood  <b>Persuasion</b> Letter to fellow Viking about why they should come from Norway to England -farmland -monasteries = get rich -Anglo Saxons not that powerful  <b>Narrative</b> Change the ending of a well-known story (based on a reading tet)	<b>Information</b> Non-chronological report: Ancient Egypt  <b>Instructions</b> How to mummify a corpse  <b>Narrative</b> Retelling a myth (based on Lord of the Nile)  <b>Narrative</b> Diary entry as Howard Carter finding Tutankhamun’s tomb	<b>Discussion</b> Do humans have the right to interfere with animal habitats?  <b>Information</b> Conserve habitat for certain animal endangered by changes in their environment	<b>Information</b> Life in Tudor times OR information about Sir Francis Drake  <b>Explanation</b> How we digest food	<b>Information</b> Presentation on natural disasters  <b>Explanation</b> Water cycle
<b>Art/DT</b> 	<b>Arts and Design Skills</b> Introduction to sketch books Optical Illusions Willow Pattern Painting – Paul Cezanne Learning about the work of a curator Drawing – Still Life	<b>Mechanical Systems</b> Transform lollipop sticks , wheels, dowels and straws into a slingshot car	<b>Every Picture Tells a Story</b> David Hockney: My Parents Paula Rego : The Dance Edward Hopper: Table for Ladies Pieter Bruegel: Children’s Games Fiona Rae	<b>Cooking and Nutrition</b> Adapt a biscuit recipe to create the tastiest biscuit	<b>Sculpture</b> Making maracas from recycled materials Sculpture from recycled materials Arcimboldo Sokari Douglas Camp El Anatsui	<b>Electrical Systems</b> Apply understanding of electrical systems to create a torch
<b>R.E.</b> 	<b>What does it mean to be a Hindu in Britain today?</b> This investigation enables pupils to learn about key aspects of Hindu belief and worship. What we call ‘Hinduism’ is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focussing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We		<b>Why is Jesus inspiring to some people?</b>  This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too.	<b>Why are festivals important to religious communities?</b> This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam.	<b>Why do some people think that life is a journey? What significant experiences mark this?</b> This investigation enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.	<b>What can we learn from religion about deciding what is right and wrong?</b> This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is ‘right’. The unit moves on to look at

	will also think about being a Hindu in Britain today					teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation.
<b>PSHE</b> 	<b>Keeping Safe/Staying Safe</b> Who can I talk to:support networks Cycle Safety	<b>Keeping/Staying Healthy, Feelings and Emotions</b> Healthy Living	<b>Being Responsible</b> Coming home ontime	<b>Our World/The Working World</b> Chores at home	<b>Relationships a/Growing and Changing Computer Safety</b> Appropriate touch Online Bullying	<b>Hazard Watch/World without Judgement</b> Breaking down Barriers
<b>French</b>	<b>Portraits – describing in French</b> Learning adjectives for describing people’s physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	<b>Clothes- getting dressed in France</b> Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French	<b>French numbers, calendars and birthdays</b> Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.	<b>French Weather and The Water Cycle</b> Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast.	<b>French Food- Miam, miam!</b> French food, cafés, ordering and menus - ‘Yum Yum’- or ‘Miam, Miam’ ! This unit introduces food vocabulary and revises numbers to 100, this time in the context of money and prices. The unit encourages children to develop their language detective skills and confidence with practical conversational French.	<b>French and The Eurovision Song Contest</b> This unit uses the concept of the Eurovision Song Contest to get pupils to work in groups writing their own original songs in French, using vocabulary largely drawn from years 3 and 4. The children learn additional musical instrument and musical genre vocabulary and expand their knowledge of the French names for European countries.
<b>Computing</b> 	<b>Collaborative Learning</b> Learn to work collaboratively in a responsible way using tools including Google Docs and Sheets	<b>Further Coding with Scratch</b> The coding program Scratch is explored further by revisiting key features and introducing the children to the crucial concept and execution of using ‘variables’ in code scripts.	<b>Website Design</b> Pupils design and create their own websites, considering content and style, as well as understanding the importance of working collaboratively	<b>HTML</b> Pupils explore the language behind well-known websites, while developing their understanding of how to change the core characteristics of a website using HTML and CSS	<b>Computational Thinking</b> Through developing their understanding of the four pillars of computational thinking, children learn to identify them in different contexts	<b>Investigating Weather</b> Children investigate the role of computers in forecasting and recording weather as well as how technology is used to present forecasts
<b>Music</b>						
<b>Maths</b> 	Number – place value Number – addition and subtraction Measurement – length and perimeter Number – multiplication and division		Number – multiplication and division Measurement – area Fractions Decimals		Decimals Measurement - money Time Statistics Geometry – properties of shape Geometry – position and direction	