

CURRICULUM LONG TERM OVERVIEW 2019-20 – YEAR 4 (For maths see separate overview)

Year	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS
4	Autumn 1 weeks + days	Autumn 2 weeks	Spring 1 weeks and days	Spring 2 weeks	Summer 1 weeks and days	Summer 2 weeks
ENGLISH UNITS NB. 1.The order that units should be taught is flexible	Core Text – Manfred the Baddie Narrative – in a familiar setting Explanation – How a machine works	Core Text Dragon Machine Narrative – adventure in a familiar setting Non chronological report – How to make a dragon	Core Text Hermelin Narrative – Mystery Recount (newspaper report)	Core Text Snorgh Narrative – Fantasy setting. Dairy entry	Core Text The dark Narrative – dilemma Persuasion	Core Text Theseus and the Minotaur Myths and legends Narrative – Myths and legends Instructions – To catch a mythical creature.
RE	R.E - Methodism – What can we learn from John Wesley on how to live a good life? Explore the life of John Wesley and the significant events that changed his life Discover the changes John Wesley made to people’s lives that are still relevant today. Understand how John Wesley’s teaching influenced others. Express understanding by applying John Wesley’s teaching to modern life.	R.E - Why are festivals important to religious communities? (Christmas & Diwali) Consider which times in our life are special and why? Explore how Christmas and Diwali are celebrated by different communities. Explore the benefits of celebration to religious communities. Consider and express the role of festivals in Britain today		R.E – Why is Jesus inspiring to us? Consider what makes a person inspirational to others. Explore creatively some words and actions of Jesus and apply them to today. Identify the most important parts of Easter for Christians. Evaluate how Jesus is important to Christians today. Express the most important values from Jesus teaching that Christians and non-Christians follow today.		RE: What can we learn from religions about deciding what is right and wrong? Consider how we should care for others and the world, and why it matters? Explore how we learn what is right and wrong and how the teachings from different religions guide us. Evaluate different dilemmas and whether it would be easier to decide what to do if we were believers in a faith or not. Reflect on the core values in their lives and the lives of others.

<p>Science</p>		<p>States of Matter</p> <ul style="list-style-type: none"> • Compare and group materials • Solids, liquids and gases • Changing state • Water cycle <ul style="list-style-type: none"> • Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle <p>Key vocabulary Water vapour, condensation, precipitation, evaporation, substance, matter, lava, solid, liquid and gas.</p>	<p>All living things and their habitats</p> <ul style="list-style-type: none"> • Grouping living things • Classification keys • Adaptation of living things <ul style="list-style-type: none"> • Use classification keys to group, identify and name living things • Know how changes to an environment could endanger living things • Group materials based on their state of matter (solid, liquid, gas) <p>Key vocabulary</p>	<p>Electricity</p> <ul style="list-style-type: none"> • Uses of electricity • Simple circuits and switches • Conductors and insulators <ul style="list-style-type: none"> • Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each <p>Key vocabulary Circuit, buzzers, conductor, battery, cells, switch, socket, appliance, appliance series circuit and insulator.</p>	<p>Sound</p> <ul style="list-style-type: none"> • How sounds are made • Sound vibrations • Pitch and Volume <ul style="list-style-type: none"> • Know how sound is made, associating some of them with vibrating • Know how sound travels from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source <p>Key vocabulary Vibrating, pitch, volume, insulation, outer, middle and inner ear, cochlea, auditory, frequency and hammer.</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> • Digestive system • Teeth • Food chains <ul style="list-style-type: none"> • Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Identify and know the different types of human teeth • Know the functions of different human teeth • Use and construct food chains to identify producers, predators and prey <p>Key vocabulary Pancreas, oesophagus, intestine, organ, molars, canine, food chain, predators, prey and salivary glands.</p>
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**Science –
Scientific
Enquiry**

- Ask questions such as:
 - Why are steam and ice the same thing?
 - Why is the liver important in the digestive systems?
 - What do we mean by 'pitch' when it comes to sound?
- Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
- Group information according to common factors e.g. materials that make good conductors or insulators
- Use research to find out how much time it takes to digest most of our food
- Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
- Use research to find out which materials make effective conductors and insulators of electricity
- Present findings using written explanations and include diagrams, when needed
- Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water
- Write up findings using a planning, doing and evaluating process
- Set up a fair test with more than one variable e.g. using different materials to cut out sound
- Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
- Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures
- When making predictions there are plausible reasons as to why they have done so
- Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning
- Able to amend predictions according to findings
- Use a data logger to check on the time it takes ice to melt to water in different temperatures
- Prepared to change ideas as a result of what has been found out during a scientific enquiry
- Use a thermometer to measure temperature and know there are two main scales used to measure temperature

<p>History</p>	<p>History Know how Britain changed from the iron age to the end of the Roman occupation. Know how the Roman occupation of Britain helped to advance British society. Know how there was resistance to the Roman occupation and know about Boudica. Know about at least one famous Roman emperor. Key Vocabulary Centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate and Roman baths.</p>			<p>History Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time. Emmeline Pankhurst and women's suffrage Key Vocabulary Emmeline Pankhurst, petition, founder, suffrage, social, political, suffragette, Houses of Parliament, commemorate, military, vote, demonstrations, campaign, munitions, petition</p>		<p>History Islam</p>
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<p>Geography</p>		<p>Explain the water cycle.</p>	<p>use maps, atlases, globes and digital/computer mapping to know, name and locate at least eight major capital cities across the world. Know where the main mountain regions are in the UK Know and locate the main rivers in the UK. Locate the equator, tropics of cancer and Capricorn and the Greenwich Meridian. *use the eight points of a compass, four and six-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 Globe in classroom Know how to plan a journey within the UK using a road map.</p>		<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, *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 Know and label the main features of a river. Know the name of and locate a number of the worlds longest rivers. Know the names of a number of the worlds highest mountains Know why most cities are located by a river.</p>	
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<p>Art</p>		<p><u>Dragon eyes</u> Look at a range of dragon eyes and design different eyes using a range of techniques and colours. Children will create their own dragon eye using clay and glass eyes.</p> <p>*know how to integrate digital images into artwork.</p> <p>*Use sketchbooks to help create facial expressions</p> <p>*use sketchbooks to experiment with different texture</p> <p>*know how to show facial expressions and body language in sketches and paintings</p> <p>*know how to sculpt clay and other mouldable materials.</p> <p>*know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections</p> <p><u>Key vocabulary</u> Texture Clay Mould Sculpt Shape Expression Colour Expression</p>			<p><u>Lanscapes – Van gogh</u> Children to create a piece of art in the style of Van Gogh. Practice techniques by making lines and creating texture.</p> <p>*experiment with the styles used by other artists.</p> <p>*explain some of the features of art from historical periods.</p> <p>*know how different artists developed their specific techniques</p> <p>*know how to use marks and lines to show texture in art.</p> <p>*know how to print onto different materials using at least four colours.</p> <p>*use photographs to help create reflections</p> <p><u>Key vocabulary</u> Landscape Texture Reflections Nature Technique</p>	
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<p>Computing</p>	<p><u>Computing Digital Literacy & Information Technology</u> – e-safety and internet research <i>-recognise acceptable and unacceptable behaviour using technology.</i> <i>- select and use software to accomplish given goals.</i> <i>-know how to search for specific information and know which information is useful and which is not</i></p> <p><u>Key Vocabulary</u> Anti-virus, Acceptable Use Policy, avatar, blog, browser, chat, computer, cookie, Copyright Law, cyberbullying, data, digital citizenship, hacker, password, personal information, privacy, social media.</p>		<p><u>Computing Computer Science</u> -Programming. Scratch, Kodable and Hopscotch. <i>- give an ‘on-screen’ robot specific instructions that takes them from A to B.</i> <i>-experiment with variables to control models.</i> <i>-produce and upload a podcast.</i> - make an accurate prediction and explain why they believe something will happen (linked to programming).</p> <p><u>Key vocabulary</u> Computer science, algorithm, coding, computational logic, debug, sequence, decomposition, repetition, selection, variable, compile</p>			<p><u>Computing Information Technology</u> –presentation on Rivers <i>- know how to search for specific information and know which information is useful and which is not</i> <i>- select and use software to accomplish given goals.</i></p> <p><u>Key vocabulary</u> Information technology, communication technology, data, input, internet, network, selection, World Wide Web, mouse, keyboard, icon, software, operating system</p>
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<p>D&T</p>	<p>Mechanical systems Levers and linkages</p> <p>To make a moving drangon.</p> <p>Vocab Mechanism Lever Linkage Slot Guide Bridge Loose pivot Fixed pivot system</p>		<p>Mechanical systems Pneumatics</p> <p>Vocab</p> <p>Compressed Input Output Pivot Lever Pneumatic Hydraulic Pressure Inflate Deflate Syringe system</p>		<p>(2 units) Electrical Systems Simple circuits and switches And electrical systems</p> <p>To make a night light and to programme a crumble to allow it to stay on for a set amount of time.</p> <p>Circuit Conductor Insulator Prototype Push to break switch Push to make switch Reed switch Toggle switch Sysyem Output devise Input devise</p>	
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<p>Music</p>	<ul style="list-style-type: none"> • Keep the pulse • Maintain a rhythmic pattern, keeping to the pulse • Create simple rhythmic patterns • Understand different degrees of pitch • Understand how pitch is represented in notation • Maintain a simple melody to the pulse (singing or playing) • Play a simple melodic pattern based on a couple of notes • Understand and play p, mf and f • Sing with clear diction, accurate tuning and breath control • Perform as part of a multi-part texture • Be able to use a simple device to record a performance • Make improvements to their own work, commenting on intended effect • Begin to recognise individual orchestral/family instruments • Appreciate and understand a wide range of high-quality, live and recorded music from a breadth of genres 		<ul style="list-style-type: none"> • Sing with an appropriate vocal range and know how to improve diction • Listen with attention to detail • Begin to develop sensitivity in their playing/singing (e.g block dynamics) • Create simple rhythmic patterns and accompaniments using crotchet, minim, semiquaver, quaver and triplet • Create short improvisations, arrangements and compositions from a range of given stimuli • Recognise individual instruments and their family • Use instruments to create different moods/effects • To begin to use Italian symbols for dynamics in their own compositions • Recognise how pitch changes can be used to convey a character, story or image • Maintain a simple melody, vocally or on an instrument, keeping to the pulse • Appreciate and understand a wide range of high-quality, live and recorded music from a breadth of genres 		<ul style="list-style-type: none"> • Sing with appropriate range and diction and know how to improve tone • Listen with attention to detail and recall sounds with increasing aural memory • Demonstrate developed sensitivity in their playing/singing • Create simple melodic patterns and accompaniments • Create short improvisations, arrangements and compositions from a broad range of stimuli (given and chosen) • Compose and perform within given structures (e.g call and response, ternary) • To begin to use the Italian symbols for tempi in their own compositions • Maintain a simple melody, vocally or on an instrument, keeping to the pulse with confidence and a sense of purpose • Appreciate and understand a wide range of high-quality, live and recorded music from a breadth of genres • Evaluate and make improvements to their performance 	
<p>PE</p>	<p>Tag rugby throw and catch accurately with one hand</p> <ul style="list-style-type: none"> •hit a ball accurately with control •vary tactics and adapt skills depending on what is happening in a game <p>be prepared to listen to the ideas of others</p>	<p>Hockey/Basketball/Volleyball throw and catch accurately with one hand</p> <ul style="list-style-type: none"> •hit a ball accurately with control •vary tactics and adapt skills depending on what is happening in a game <p>be prepared to listen to the ideas of others</p>	<p>Gymnastics move in a controlled way</p> <ul style="list-style-type: none"> •include change of speed and direction in a sequence •work with a partner to create, repeat and improve a sequence with at least three phases <p>provide support and advice to others in gymnastics and dance</p>	<p>Dance take the lead when working with a partner or group</p> <ul style="list-style-type: none"> •use dance to communicate an idea <p>provide support and advice to others in gymnastics and dance</p>	<p>Cricket/Rounders throw and catch accurately with one hand</p> <ul style="list-style-type: none"> •hit a ball accurately with control •vary tactics and adapt skills depending on what is happening in a game <p>be prepared to listen to the ideas of others</p>	<p>Athletics sprint over a short distance and show stamina when running over a long distance</p> <ul style="list-style-type: none"> •jump in different ways •throw in different ways and hit a target, when needed <p>be prepared to listen to the ideas of others</p>

			<p>Outdoor and adventurous activities</p> <p>follow a map in a (more demanding) familiar context</p> <ul style="list-style-type: none">•follow a route within a time limit <p>ADD THIS TO WHICHEVER HALF TERMS YOU DO FOREST SCHOOL</p>	<p>Outdoor and adventurous activities</p> <p>follow a map in a (more demanding) familiar context</p> <ul style="list-style-type: none">•follow a route within a time limit <p>ADD THIS TO WHICHEVER HALF TERMS YOU DO FOREST SCHOOL</p>		
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<p>PSHE</p>	<p>Keeping/Staying Safe: Cycle Safety</p> <p>Feelings and Emotions: Jealousy</p> <p><u>Additional areas to cover:</u> Starting the new school year Rules, roles and responsibilities New core values Democracy (School Council and Mayoral elections)</p> <p><u>Key vocabulary:</u> helmet risk accident incident junction safe danger hazard vehicle emergency services</p> <p>jealousy emotion mental health consequence</p>	<p>Keeping/Staying Healthy: Healthy Living</p> <p><u>Additional areas to cover:</u> Bonfire and firework safety As appropriate</p> <p><u>Key vocabulary:</u> healthy lifestyle active balanced</p>	<p>Being Responsible: Coming home on time</p> <p><u>Additional areas to cover:</u> As appropriate</p> <p><u>Key vocabulary:</u> responsible community action impact influence punctual</p>	<p>Growing and Changing: (RSE) Appropriate Touch (Relationships)</p> <p><u>Additional areas to cover:</u> As appropriate</p> <p><u>Key vocabulary:</u> relationships (healthy and unhealthy) appropriate inappropriate safe</p>	<p>Computer Safety: Online Bullying</p> <p>A World Without Judgement: Breaking down barriers</p> <p><u>Additional areas to cover:</u> As appropriate</p> <p><u>Key vocabulary:</u> strengths goals disabilities physical unique barrier</p>	<p>The Working World: Chores at home</p> <p><u>Additional areas to cover:</u> Transition to a new year group Safety over the holidays As appropriate</p> <p><u>Key vocabulary:</u> society community chore</p>
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<p>Spanish (KS2)</p>	<p>Greet someone Know how to pronounce vowels Count numbers 1-10</p> <p><u>Key Vocabulary:</u> Hola, Buenos dias, adios, hasta luego, ¿Cómo estas? (Muy) bien, regular, mal. Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. ¿Cuántos años tienes?</p>	<p>Name pencil case items Begin to have an awareness of noun gender Christmas traditions</p> <p><u>Key Vocabulary:</u> ¿Que es? En mi estuche, tengo, un lápiz, un bolígrafo (boli), un lápiz de memoria, un bote de pegamento, un sacapuntas, una goma, una regla, unos rotuladores, unas tijeras. Feliz Navidad.</p>	<p>Understand classroom instructions Learn names of animals (plural nouns) Continue awareness of noun gender Begin to understand noun/adjective gender agreement Learn names of colours Understand a simple spoken text</p> <p><u>Key Vocabulary:</u> ¡Silencio! ¡Sacad un bolígrafo! ¡Un voluntario! ¡Abrid los cuadernos! ¡Mirad! ¡Brazos cruzados! ¡Entregad los cuadernos! ¡Escuchad! ¡Escribid! un gato, un perro, un pez, un oso, un pájaro, un pato, un caballo, una rana, una oveja, rojo, amarillo, negro, rosa, blanco, marron, azul, verde, gris, morado, naranja.</p>	<p>Continue to revise colours and animals Join in with rhymes and songs Listen attentively to spoken texts with familiar and unfamiliar language</p> <p><u>Key Vocabulary:</u> un gato, un perro, un pez, un oso, un pájaro, un pato, un caballo, una rana, una oveja, rojo, amarillo, negro, rosa, blanco, marron, azul, verde, gris, morado, naranja.</p>	<p>Read a familiar text in Spanish (The Very Hungry Caterpillar) Learn names of fruits and days of the week through the story Continue awareness of noun gender Continue to understand noun/adjective gender agreement</p> <p><u>Key vocabulary:</u> lunes, martes, miércoles, jueves, viernes, sábado, domingo. una manzana, una pera, una ciruela, una fresa, una naranja.</p>	<p>Learn foods you might order in a café. Take part in a simple café role play ordering food.</p> <p><u>Key vocabulary:</u> una ensalada, una hamburguesa, una limonada, una fruta, unas patatas fritas, un perrito caliente, un helado, un zumo, un bocadillo ¿Qué quieres? Quiero un / una... Por favor Gracias De nada</p>
<p>Additional Unaided Writing (Cross-Curricular)</p>	<p>Roman Diary by Boudica Letter home from a roman soldier RE instructions how to live a good life</p>	<p>Explanation Water cycle Leaflet to advertise a festival Music non chron report/biography about musician.</p>	<p>For sale poster for a habitat Instructions on how to get from A to B</p>	<p>Biography of Emmeline Pankhurst Debate suffrogettes for or against.</p>	<p>Descriptive writing about Van goughs landscapes. Preparation for presentation ICT</p>	<p>Recount – journey of a pea through the digestive system.</p>