

## Year 4 – Curriculum Overview

Term	Autumn Term						Spring Term						Summer Term								
Name	Transition			The Iron Man			What's the matter?			Land of Fire and Ice			Attention!			All lives are worth living			A stroke of a brush		
Weeks	1 week			6 weeks			6 weeks			6 weeks			6 weeks			6 weeks (1 after ½ term)			5 weeks		
Focus	ENG	SCI	PDL	ENG	SCI	DT	ENG	SCI	MA	ENG	GEOG	ART	ENG	HIST	ART	ENG	SCI	ICT	ENG	ART	ICT
Writing																					
Hook				Children are asked by the publishing company of Ted Hughes to create an additional chapter of his famous story The Iron Man.			The Winchester Science museum write to the children asking for their help to recruit new scientists for their centre.			Children receive a Tweet from the Icelandic Embassy asking them to create information for tourists visiting Iceland, to display in a new visitors centre			Galus Suetonius, the first Governor of Rome, is recruiting soldiers for his army in preparation for the invasion of Britain in 43 AD so a scroll is presented to the children asking them to pledge their allegiance to the Roman Empire			Children are asked by the makers of Blue Planet if they can become researchers for a new project they are working on. Children to create multi media presentations that will educate other children on a specific animal.			Children to be invited to create new exhibits for a Merton Art Gallery.		
Outcome				Story reading event			Science Exhibition			Visitor centre			Roman Military Exhibition			To present an informative multi-media presentation			Art Gallery		
FOUNDATION SUBJECT 1				<p><b>Pupils will be taught to</b></p> <ul style="list-style-type: none"> <li>*Generally, common electrical appliances are named and describe as battery, solar or mains powered.</li> <li>*Identify common appliances that run on electricity.</li> <li>*Construct a simple series circuit independently, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer.</li> <li>*Generally, it is identified whether or not a lamp will light in simple series circuit based on whether the lamp is part of a complete loop with the battery.</li> <li>*It is recognised that a switch opens and closes a circuit and associate this with weather or not a lamp lights in a simple series circuit.</li> <li>*Generally, some common conductors and insulators are recognised and metals are associated with being good conductors.</li> </ul>			<p><b>Pupils will be taught to</b></p> <ul style="list-style-type: none"> <li>*Materials are compared and grouped together according to whether they are solids liquids and gases.</li> <li>*Observe that some materials change state when they are heated or cooled and measure the temperature at which this happens in degrees Celsius, building on teaching in mathematics.</li> <li>*Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature.</li> <li>*Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</li> <li>*Use knowledge of liquids, solids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>*demonstrate that dissolving, mixtures and changes of state are reversible changes</li> <li>* explain that some changes result in information of new materials and that this kind of a change is usually not reversible e.g. burning</li> </ul>			<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>*Explain own views about locations, giving reasons.</li> <li>*Name and locate countries of Europe and identify their main physical and human characteristics.</li> <li>*Use fieldwork to observe and record the human and physical features in the local area using a range of materials including sketch maps, plans and graphs and digital technologies.</li> <li>*Use a range of resources to identify the key physical and human features of locations.</li> <li>*Describe similarities and differences between countries.</li> <li>*Name and locate the equator, northern and southern hemisphere, tropics of cancer and Capricorn, the arctic and Antarctic circles and date/time zones.</li> <li>*Describe some of the characteristics of these geographical areas.</li> <li>*Use eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and wider world.</li> <li>*Describe key aspects of: physical geography, including; volcanoes and earthquakes</li> <li>*Human geography.</li> </ul>			<p><b>Pupils will be taught to:</b></p> <p><b>the Roman Empire and its impact on Britain</b></p> <p><u>This could include:</u></p> <ul style="list-style-type: none"> <li>*Julius' Caesars attempted invasion in 55-54BC</li> <li>*the Roman Empire by AD42 and the power of its army</li> <li>*successful invasion by Claudius and conquest including Hadrian's Wall</li> <li>*British Resistance, for example, Boudicca</li> <li>*"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><b>Pupils will be taught to:</b></p> <p><b>Britain's settlement by Anglo-Saxon and Scots</b></p> <p><u>This could include:</u></p> <ul style="list-style-type: none"> <li>*Roman withdrawal from Britain in c.AD410 and the fall of the Western Roman Empire</li> <li>*Scots invasion from Ireland to North Britain</li> <li>*Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>*Anglo-Saxon art and culture</li> <li>*Christian conversion – Canterbury, Iona and Landisfarne</li> </ul>			<p><b>Pupils will be taught to</b></p> <ul style="list-style-type: none"> <li>*Recognise and classify plants and animals (living things) based upon specific characteristics.</li> <li>*Animals and plants are classified as producer, predator and prey, in the context of food chains.</li> <li>*Recognised that environments can change and that this can sometimes pose dangers to specific habitats.</li> <li>*Construct and interpret a range of food chains.</li> <li>*Describe the simple functions of the basic parts of the digestive system in humans</li> <li>*Identify the different types of teeth in humans and their simple functions</li> <li>*Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>			<p><b>Pupils will be taught to</b></p> <ul style="list-style-type: none"> <li>* a good mix of sketches and other resources are collected to develop an idea</li> <li>* different lines, tones and textures are created effectively by selecting different hardness of pencil</li> <li>* Use shading to show light and dark</li> <li>* Texture is created effectively by using hatching and cross-hatching</li> <li>*To use paint to recreate a painting in the style of an artist</li> </ul>		

FOUNDATION SUBJECT 2		<p><b><u>Pupils will be taught to:</u></b></p> <p>*Generally, science knowledge is applied well to create series and parallel circuits in products.</p> <p>*Generally, there is a good understanding of opportunities for design.</p> <p>*Planning of work flows and careful selection of materials means work is generally carried out efficiently.</p> <p>*Generally, designs are evaluated and refined throughout a project.</p> <p>*A growing knowledge of a range of notable designers is used to provide inspirations for designs.</p> <p>*Generally, some opportunities for improving existing designs are made, giving reasons for choices.</p>		<p><b><u>Pupils will be taught to</u></b></p> <p>*Children will use watercolours to create different tones and hues</p> <p>*To look into an artist who is prolific in the skill of watercolour</p> <p>*Children to create Northern Lights using colour mixing</p>	<p><b><u>Pupils will be taught</u></b></p> <p>*to create sketch books to record their observations and use them to review and revisit ideas</p> <p>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, <b>clay</b>]</p> <p>* about great artists, architects and designers in history.</p>	<p><b><u>Multi media presentation</u></b></p> <p><b><u>Children will be able to:</u></b></p> <p>*create a power point inserting text boxes and images</p> <p>*create web links and embed a video</p> <p>*write notes for presenting</p> <p>*present to an audience to inform about chosen animal</p>	<p><b><u>Pupils will be taught to</u></b></p> <p>*To use a 'paint package' to create an image in the style of artist</p>
	RE	Water (Christianity)	Holy – Mary Mother of God (Christianity)	Belief – Jesus' miracle (Christianity)	Ritual - Paschal Candle (Hinduism)	Devotion - Hindu Worship (Hinduism)	Symbol – Tree (Christianity)
	MFL						