

2020-2021	Year 4 – curriculum Overview																			
	Autumn Term					Spring Term					Summer Term									
Name	Transition project: We've Got Mail		The Blackout		What's the Matter?		Joy to the world		Attention!		The Land of Fire and Ice		All Lives are worth Living		Who Let the Gods Out?					
Weeks	7 days		6 weeks		5 weeks		2 weeks		6 weeks		6 weeks (1 week residential)		5 weeks		7 weeks					
Focus	Science	Art	Science	DT	Science	Art	RE	History	Art	DT	Geog	Art	PDL	Sci	DT	ICT	PDL	History	Art	PE
Hook	Meerkat Mail book		Challenge set by the National Grid for the children to complete		Nutting Professors arrive at Merton (use exploding foam experiment, create a round robin for children to 'play' with.		Christmas narrative 'Coming Home'		Roman box enquiry		Describe of the land of fire and ice- scenarios in hall or Tweet from the Icelandic Tourism company		Zoolab		Greek food tasting					
Project Outcome & Intended Audience	Transition project- aims are to 'get to know the children' and their abilities through a range of tasks/ activities.		Problem solving, Science carousel (Yr 4 audience) Creating box lamp using science knowledge		Science exhibition, sharing best work and interactive experiments (Parent audience)		Create a stain glass collage (Hall display)		Battle formations around playground, reacting to scenarios given. (Yr4 audience)		Visitor centre, share best work, exploding volcanoes and a music performance. (Parents audience)		Animal power-point presentation to class. (Yr4 audience)		Parent exhibition – 'Museum' of Greek artefacts and artwork					
Home Learning Project	Not needed		To create their own board game at home to play with their family		Creating an ice insulator		Not needed		Designing and creating Roman shields.		Designing and making volcanoes for eruptions		Design and or make your own animal for a particular environment		Trio of activities they a choose from: Fact file on the Greek Gods Create a Greek God Temple Diary entry- a day as a Greek					
Trips, experiences & visitors	Experience: Building floating rafts and experimenting as a class		Visitor/ assembly on the national grids		Parent exhibition and ice Cube insulators				Winchester Roman Boxes Roman Day – workshops Creating Roman coins with clay Roman visitor		Field study of Basingstoke and parent exhibition		Zoolab and P4C lessons focusing on changing environments		Greek Olympics day Food Tasting Hampshire Wardrobe Loan boxes					
Writing focus- outcome & intended audience	Explanation text		Descriptive writing  Newspaper		Explanation text  Biography		Poetry		Diary entry  Non-chronological report		Narrative  Tour guide- persuasive writing		Magazine article  Letter		Narrative  Poetry					

	<p style="text-align: center;"><u>Science</u></p> <p><b>Pupils will be taught to</b></p> <ul style="list-style-type: none"> <li>*Animals habitats and their characteristics</li> <li>*Materials that float</li> </ul>	<p style="text-align: center;"><u>Science</u></p> <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 style="text-align: center;"><u>Science</u></p> <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 id usually not reversible e.g. burning</li> </ul>	<p style="text-align: center;"><u>Art</u></p> <p><b>[Mattise] Pupils will be taught</b></p> <ul style="list-style-type: none"> <li>*to create sketch books to record their observations and use them to review and revisit ideas</li> <li>*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>* About great artists, architects and designers in history.</li> </ul>	<p style="text-align: center;"><u>History</u></p> <p><b>Pupils will be taught to:</b></p> <p>The Roman Empire and its impact on Britain</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><u>Historical aims covered:</u></p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p style="text-align: center;"><u>Geography</u></p> <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 style="text-align: center;"><u>Science</u></p> <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>*Construct and interpret a variety of food chains, identifying producers, predators and prey.</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> </ul>	<p style="text-align: center;"><u>History</u></p> <p><b>Pupils will be taught to:</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>Historical aims covered:</u></p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>
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FOUNDATION SUBJECT 2/3	<p style="text-align: center;"><b>Art</b></p> <p>Meerkat cactus sketches</p> <p>* a good mix of sketches and other resources are collected to develop an idea</p> <p>* different lines, tones and textures are created effectively by selecting different hardness of pencil</p>	<p style="text-align: center;"><b>Science</b></p> <p><u>Pupils will be taught to:</u></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 style="text-align: center;"><b>Art</b></p> <p><u>Pupils will be taught</u></p> <p style="text-align: center;"><b>SEE SUE</b></p> <p>* a good mix of sketches and other resources are collected to develop an idea</p> <p>* different lines, tones and textures are created effectively by selecting different hardness of pencil</p> <p>* Use shading to show light and dark</p> <p>* Texture is created effectively by using hatching and cross-hatching</p> <p>*To use paint to recreate a painting in the style of an artist</p>	<p style="text-align: center;"><b>Art</b></p> <p><u>Pupils will be taught to</u></p> <p>Link through art to marbling of landscapes.</p> <p>* to create sketch books to record their observations and use them to review and revisit ideas</p> <p>*Children will use marbling paints to create different tones and hues</p> <p>*To look into an artist who is prolific in the skill/].</p> <p>*Children to create an Icelandic scene using multiple colours.</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, clay]</p> <p>* To know about great artists, architects and designers in history.</p>	<p style="text-align: center;"><b>ICT</b></p> <p><u>Children will be able to:</u></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><u>Multimedia presentation</u></p> <p>Links to:</p> <p>Collecting, organising and presenting data.</p> <p>Combining software for a specific audience.</p>	<p style="text-align: center;"><b>PE</b></p> <p>Linking to the Olympics- history and gods</p> <p>Link to PDL- discussing the Paralympics- differences</p> <p style="text-align: center;"><b>Art</b></p> <p><u>Pupils will be taught to</u></p> <p>Greek clay tile square</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, clay]</p> <p>* About great artists, architects and designers in history.</p>
Enquiry/Fieldwork/Creative	Making a floating raft out of different materials	<p>Making their box lamp applying their science knowledge of electricity</p> <p>Problem solving in science- applying knowledge of electrical circuits.</p>	<p>Science exhibition</p> <ul style="list-style-type: none"> <li>- Best way to separate material</li> <li>- Design a product to clean the ocean</li> </ul>	Creating a stain glass window with collage	<p>Using their H/L shields to create a battle.</p> <p>Roman boxes – How do these objects impact everyday living?</p>	<p>Painting an Icelandic scene using marbling techniques.</p> <p>Making volcanoes through papier mache and paint</p> <p>Geography fieldtrip around Basingstoke</p>	<p style="text-align: center;">Zoolab</p> <p>Digestion experiment</p> <p>Using animal research to create an animal to meet the needs of the chosen habitat</p>	Hampshire Wardrobe Ancient Greek box – How did the Ancient Greeks influence the modern world?
DT	-	<p><u>Electrical systems – Box light.</u></p> <p>Design - a box light using the outline of a city with a working electrical circuit and switch.</p> <p>Make - Select appropriate equipment to cut and attach materials.</p> <p>Assembling the net of the box lamp according to the design and success criteria.</p>			<p><u>Food Tech – savoury food</u></p> <p>Design – Designing a Roman bread loaf within a given budget, drawing upon previous taste testing experiences.</p> <p>Make - Following a baking recipe. Cooking safely, following basic hygiene rules.</p> <p>Evaluate - considering: taste, smell, texture and appearance. Describing the impact of the budget on the selection of ingredients. Evaluating and</p>		<p><u>Sewing – Stuffed animals</u></p> <p>Design - Designing a stuffed toy animal considering the main component shapes required and creating an appropriate template. Considering proportions of individual components.</p> <p>Make - Measuring, marking and cutting fabric using a paper template. Selecting a stitch style to join fabric, working neatly sewing small neat stitches. Incorporating</p>	

		Evaluating- electrical products - Testing and evaluating the success of a final product and taking inspiration from the work of peers.			comparing a range of products. Suggesting Modifications.		fastening to a design.  Evaluate - Testing and evaluating an end product against the original design Criteria. Deciding how many of the criteria should be met for the product to be considered Successful. Suggesting modifications for improvement.	
Music	Ukulele – performance to Parents			Samba Drums – Performance to Parents		Performance to Year 3 (keyboard/ singing)		
RE	-							
Art (extra)	Cactus, pattern	If time- shadows with characters from The Blackout	Robin pompom activity and Christmas cards.	Roman mosaic?	Marbling effect on volcano landscape.	-	Greek tiles out of clay	
MFL	Getting to know French – Introductions and Greetings			School Environment	Pets	Family (who and what)		
PE	Football/ personal Jasmine	Basketball/ social Jasmine		- / cognitive Jasmine	Athletics/ Creative Jasmine	- / Physical Jasmine	Circuits/ Health and fitness Jasmine	
PSHE/ SRE	Relationships education (see SRE progression of skills)			Health education (see SRE progression of skills)		Relationships and sex education (see SRE progression of skills)		