Year 4 Curriculum Overview (2019-20)

BIG questions are to promote effective lifelong learning inventory (ELLI) skills

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Primary focus	History	Science	History	Science	DT	Geography
Secondary focus	Science/music	Music/DT/RE	Science/geography	DT/PSHE	PSHE/science	Art
The BIG question	**Why is planning ahead important when you invade and settle in a new place?**	**How do people hear and adapt when they have an impairment?**	**What made the Mayan civilization creative?**	**What connections are needed to make electricity work?**	**How have different animals adapted to their habitats?**	**What is the link between the environment and the arts across the world?**
WOW moment (First week)	Invasion of classroom Building dens in chosen place in Oldbury Court (Wood, river)	Make instruments from found materials		A day with no electricity		
Trips/ Bristol links	Oldbury court estate Anglo Saxons in the classroom – Bristol museum workshop	**Visit religious building (Hindu Temple)** Get a Bristol Band to visit			**Learning Ships at Engineer Shed (Temple Meads)**	**Banksy tour**
Celebration	Display of learning inviting parents in	Busking in the playground using the instruments that are made	Presentation of learning for parents/school (leaflet – publisher)			Art exhibition
High quality texts……Power of reading and Pie Corbett's reading spine	Bill's new flock (PC) Charlotte's web (PC) Why the whales came (PC)	Stitch Head The firework maker's daughter (PC)		Krindlekrax	Mouse, bird, snake, wolf Zoo	The snow walker's son (PC) Perry Angel's suitcase (PC)
Linked enquiry texts/stimulus……topic books.	Beowolf– Morpurgo (TB) The buried crown (TB) Anglo Saxon boy (TB) Viking boy (TB) The time traveling cat and the Viking terror (TB) 100 facts: Vikings Invaders– Kevin Jone Bede – Anglo Saxon scholar	Non-fiction texts on sound	The History detective investigates: Mayan civilizations (TB) The chocolate tree: A Mayan folktale (TB)			

Science	**Materials**	**Sound**	**Muscular & skeletal system**	**Electricity**	**Classification of animals**	**Light**
	*Compare and group materials together, according to whether they are solids, liquids or gases *Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	*The basic physical phenomena of sound, with associated vocabulary. *Sound is caused by an object vibrating rapidly. *Sounds travel through solids, liquids and gases. *Sound waves are much slower than light waves. *Speed of sound: Concorde *Qualities of sound o Pitch: high or low, faster vibrations = higher pitch, slower vibrations = lower pitch *Intensity: loudness and quietness *Human voice o Larynx (voice box) - Vibrating vocal chords: longer, thicker vocal chords create lower, deeper voices *Sound and how the human ear works Outer ear, ear canal; Eardrum: Three tiny bones (hammer, anvil and stirrup) pass vibrations to the cochlea; Auditory nerve *Protecting your hearing	<u>The Muscular System:</u> Muscles: Involuntary and voluntary muscles <u>The Skeletal system</u> *Skeleton, bones, marrow *Musculo-skeletal connection: Ligaments; Tendons, - Achilles tendon; Cartilage *Skull, cranium *Spinal column, vertebrae *Joints *Ribs, rib cage, sternum *Scapula (shoulder blade	*Identify common appliances that run on electricity *Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers *Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery *Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit *Recognise some common conductors and insulators, and associate metals with being good conductors *Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit *Compare and give reasons for variations in how components function, including the brightness of bulbs and the on/off position of switches *Use recognised symbols when representing a	*Scientists classify animals according to the characteristics they share, for example: - Cold-blooded or warm-blooded - Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbone or internal skeletons. *Different classes of vertebrates Characteristics of each class, such as: *Fish: aquatic animals, breath through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body *Amphibians: live part of their life cycle in water and part on land, have gills when young, later develop lungs, cold-blooded, usually have moist skin *Reptiles: hatch from eggs, cold-blooded, have dry, thick, scaly skin *Birds: warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs, most baby birds must be fed by parents and cared for until they can survive on their own (though some, like baby chickens and quail, can	*****Basic physical phenomena of light, with associated vocabulary. *The speed of light: light travels at an amazingly high speed. *Light travels in straight lines (as can be demonstrated by forming shadows). * Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye *Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes *Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. *Transparent and opaque objects *Reflection o Mirrors: plane, concave, convex o Use of mirrors in telescopes and some microscopes *The spectrum: use a prism to demonstrate that white light is made up of a spectrum of colours. *Lenses can be used for magnifying and bending light (as in magnifying

				simple circuit in a diagram.	search for food a few hours after hatching) *Mammals: warm-blooded, have hair on their bodies, parents care for the young, females produce milk for their babies, breathe through lungs, most are terrestrial (live on land) though some are aquatic	glass, microscope, camera, telescope, binoculars).
History	**Period Study: Britain's settlement by Anglo Saxons and Scots (1410 – 1066)** **Period Study: Vikings and Anglo Saxon struggle for the kingdom of England to the time of Edward the confessor (AD1789 – 1066)**		**Era Study: On European society that provides contrast to British history. Mayan civilization (2050BC – AD 900)**			
Geography		**Locality Knowledge of England:** *Know the counties of region (South-east & London: Kent, Berkshire, Surrey, West Sussex, East Sussex, Essex, Buckinghamshire, Hampshire, Oxfordshire, Herefordshire) *Know significant cities in England (London, Bristol, Manchester, Birmingham, Liverpool, Leeds, Sheffield, Newcastle). *Identify characteristics of the England (famous landmarks both physical and human e.g. Dover Cliffs, Blackpool tower, Windsor Castle, Lake	**Locational knowledge of South America and the world** *Name countries within South America (Brazil, Equador, Chile, Bolivia, Colombia) * Reference South American countries in relation to each other using the compass and North America *Locate American continents in relation to the Arctic Circle and Antarctic Circle. *Identify the hemisphere (southern), latitude, longitude and time zones			**Contrasting Study: England and a region of South America (Peru)** *Know location of Peru and surrounding countries (Brazil, Equador, Chile, Bolivia, Colombia) *Identify the country/countries location in relation to the globe: hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Meridian mean time. *Know geographical similarities and differences through the study of physical geography: - Links to Year

		District, Angel of the North, Hadrian's Wall) *Identify the hemisphere (northern), latitude, longitude and time zones in relation to Greenwich Meridian mean time	in relation to Greenwich Meridian mean time. *Identify the position of Equator & the tropics of Cancer and Tropic of Capricorn			3 biomes, vegetation belts, climate zone and topography. *Peru's biomes are characterised as desert, tundra and tropical rainforest. *The vegetation belt in Peru is complex as a result of the physical geography. It includes a dense belt of lomas (flowering plants and grasses) and high attitude vegetation. *Peru's climate zone is in the tropical climate zone. The tropical zone occurs in the latitudes between the tropics and experiences a warm climate with high cloud cover. *The topography of the Peru is coastal, highlands and rainforest. *Know geographical similarities and differences through the study of human geography: - Identify the different land use patterns within each area using maps and images (recreational, transport, agricultural, residential and commercial) and understand that aspects have changed over time. - Identify economic activity including trade links, and the distribution of natural resources including

						energy (non-renewables and hydropower), food (e.g. beans, maize, peppers, potatoes, quinoa, tomatoes), minerals (e.g. copper, silver, gold, oil) and water.
Skills	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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 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 graphs, and digital technologies					
DT		Select from and use a wide range of materials and components, including construction materials, textiles and ingredients Evaluate ideas and products against design criteria		Use research and develop a design criteria that will fit for purpose and aimed at particular individuals and groups Select from and use and use a wider range of tools and equipment to perform practical tasks accurately (torches)	Investigate and analyse a range of existing products. Understand and apply the principals of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	
Art	Look at other artists work and discuss moods created by colour? (Patrick Heron, Mark Rothko) Use colour to express emotions in my work and explore the effect of cool and hot colours? Show graduations of tone in life drawing? (Back lighting can increase tonal contrast) Look at the artist's work and make copies, looking carefully at the quality of lines? (George Seurat) Understand the word contrast and create different depths of tone through layering? (layer one colour of tissue paper)		Look at prints that use the diagonal (oblique) as a way of creating spatial effects in 2d work? (Katsushika Hokusai - Japanese, Indian and Persian paintings) Make models that use spatial structure? (e.g. bridges) Can I see the shapes and their arrangements in something that I am observing? (Barbra Hepworth) Distinguish between shape (2d) and form (3d) and create art in either? Create a sculpture using a covered form? (Modroc or papier mache)		Use the environment as a source for pattern design and record it in different ways? Identify and analyse pattern in a range of artefacts and artists work? (Bridget Riley, William Morris) Use textiles as a basis for pattern work? Create a sense of texture using collage and discuss the materials using words like matt and shiny Make sculptural pieces with an emphasis on textural qualities? (Robert Long)	
Music	***Music through History*** - Chronology	***Winter Concert*** ***'Air'*** - Group Composition	***Learning an Instrument –*** Ukulele	***Indian Music***– Further Developing Pulse and Rhythm		***Summer Showcase***
Computing	Introduce Microsoft Publisher, demonstrate how publisher is for producing printed documents, but how it has more flexibility over Word. Explore all the familiar Microsoft Tools (Text Box, Pictures, Shapes, WordArt, Tables and Backgrounds) and use them to create a purposeful page. Demonstrate changing page design - page size and orientation, include custom page sizes to produce banners etc					

	Introduce Flowol Software use it to control simulations, extend to control LEDs and motors via FlowGo. Introduce Animate It!, develop and extend E-Safety KS2- Lesson 3 and 4					
R.E. Guru Gobindh Singh birthday and Hola Moh alla (Sikh)	What does it mean to belong to a religion? (Unit 10 – Hinduism		Unit 3. Why do religious books and teachings matter?		Unit 2. What can we learn from the life and teaching of Jesus?	
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
French	Viva le sport! (Our sporting lives)		Le Carnaval des animax (Carnival of the animals)		Quel temps fait-il (What's the weather like?)	
Real PE	Unit 1 - Personal	Unit 2 – Social	Unit 3 – Cognitive	Unit 4 – Creative	Unit 5 – Physical	Unit 6 – Health and Fitness