



## Curriculum Overview 20-21

### Year Group: Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p>Fiction: Narrative – Story structure and writing; Playscripts; Narrative – Stories; Character descriptions; settings; story writing; Diaries; Stories with a historical setting; Narrative-Myths and legends; description.</p> <p>Non-Fiction – Non-chorological reports; Letters; Recounts; Instructions; explanation; Chronological reports</p> <p>Poetry – Description in poems; Performance poems; Narrative poems</p>					
<b>Maths</b>	<p>See White Rose scheme overview: <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-4-Lesson-by-Lesson-Overview.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-4-Lesson-by-Lesson-Overview.pdf</a></p>					
<b>History</b>	<p>Why were the Ancient Egyptians significant?</p> <p>Know where and when the first civilisations appeared (Ancient Sumer, Indus Valley, Ancient Egypt, Shang China).</p> <p>Know the key significant features of Ancient Egypt and compare these to other ancient civilisations (features of ancient Egypt</p>		<p>What was the effect of Anglo-Saxon and Scot settlement in Britain?</p> <p>Know where, when and the impact of Anglo-Saxon and Scot settlement in Britain.</p> <p>Identify historically significant people (such as Hadrian the African) and events (such as</p>	<p>Why was there a struggle between the Anglo-Saxons and the Vikings?</p> <p><i>Further details to be added</i></p>	<i>Possible continuation</i>	

	<p>include the River Nile, the pyramids, religion, pharaohs).</p> <p>Identify historically significant people (such as Khufu/ Akhenaten) and events (such as the building of the pyramid at Giza/the opening of Tutankhamun's tomb).</p> <p>Continue to develop a chronologically secure knowledge of history.</p> <p>Begin to establish clear narratives within and across time periods studied.</p> <p>Begin to note connections, contrasts and trends over time.</p> <p>Have some understanding of relevant key vocabulary.</p> <p>Have some understanding of</p>		<p>the arrival of Christianity).</p> <p>Continue to develop a chronologically secure knowledge of history.</p> <p>Begin to establish clear narratives within and across time periods studied.</p> <p>Begin to note connections, contrasts and trends over time.</p> <p>Have some understanding of relevant key vocabulary.</p> <p>Have some understanding of how knowledge of the past is constructed from a range of sources.</p> <p>Begin to select and organise relevant historical information.</p>			
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	<p>how knowledge of the past is constructed from a range of sources.</p> <p>Begin to select and organise relevant historical information.</p> <p>Answer (and sometimes ask) historically valid questions.</p> <p>Begin to understand that different versions of the past exist, giving reasons for this.</p>		<p>Answer (and sometimes ask) historically valid questions.</p> <p>Begin to understand that different versions of the past exist, giving reasons for this.</p>			
<b>Geography</b>		<p>How has the geography of Manchester changed over time?</p> <p>Know how types of settlement, land use, topographical features, economic activity, the distribution of natural resources and the population of Manchester changed over time.</p>				<p>How has geography made North America?</p> <p>Know the environmental regions, key physical and human characteristics, countries, and major cities in North America.</p> <p>Be able to locate key cities and populations.</p>

		<p>Use maps, atlases, aerial photographs and fieldwork to support them with the above.</p> <p>Know how/why the physical features of Manchester (rivers, distribution of natural resources, canals, ports) led to Manchester becoming the centre of the Industrial Revolution during Victorian times.</p>				<p>To be able explain why key cities are located in specific places.</p> <p>To identify where key industries are located and why (e.g. mining).</p> <p>To identify where key tourist attractions are located (e.g. national parks, mountains).</p> <p>Be able to use geographical and map language to explain the links between location and industry/trade (e.g. in the north-west, mid-west, east coast, southern climates, Gulf region).</p> <p>Children may look at a specific area in detail using 4 figure grid references.</p>
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<b>Science</b>	<p><b>Sound</b></p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p><b>Electricity</b></p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals</p>	<p><b>Living things and their habitats</b></p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p><b>States of matter</b></p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p><b>Animals including humans</b></p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p><b>Scientific enquiry</b></p>
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		with being good conductors				
<b>Computing</b>	See ICT with Mr P overview Covered across the year, across subjects					
<b>Art</b>	<u>Why were the Egyptians significant??</u>  Look at a range of Egyptian art and artefacts, Discuss the themes and the skills of the Egyptian artists and crafts people. Use knowledge Egyptian art and Heiroglyphs to create a pharaoh style self portrait	<u>How has the geography of Manchester changed over time?</u>  Look at the work of a selection of British landscape artists, particularly Hockney. Look at the work "The arrival of Spring in Woldgate". Examine Hockney's use of colour and discuss some colour theory. Create a copy of one of the pictures in the series Use drawing app on ipads to create a similar work.	<u>Why did the Anglo Saxons settle in England?</u>  Look at a range of artefacts and discuss the skills of Saxon crafts people. Design a Saxon brooch to sculpt in clay and embellish with jewels. Create a replica Anglo Saxon helmet .	<u>Why was there a struggle between Anglo Saxons and Vikings?</u>  Look at the design and construction of Viking long ships. Discuss the range of different crafts and techniques that were used. Survey a range of online construction kits for Viking boat models. Design and construct our own models from thin card. Design and draw a figurehead for the ship.	<u>Why was there a struggle between Anglo Saxons and Vikings?</u>	<u>How has geography made North America?</u>  Look at American landscape artists?  Look at the graffiti artwork of American pop artist Keith Haring
<b>Design and Technology</b>		Textiles		Construction		Food Technology

		<p>What kind of t-shirt should I make?</p> <p>Generate ideas, considering the purposes for which they are designing.</p> <p>Confidently make labelled drawings from different views, showing specific features.</p> <p>Develop a clear idea of what must be done, planning how to use materials, equipment, and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>When planning, consider the views of others, including intended users, to improve their work.</p>		<p>Can we make a bird/squirrel feeder for the playground?</p> <p>Be able to explain how using a pulley makes lifting an object easier</p> <p>Cut materials accurately after selecting appropriate tools</p> <p>Be able to measure and mark out to the nearest millimetre</p> <p>Use cutting techniques that involve cutting within the perimeter of a shape (slots or cut outs)</p> <p>Understand the need for care and safety when using tools such as scissors</p>		<p>What kind of hummus should we have at our picnic?</p> <p>Children should know how to name and sort a wider range of foods into the 'eat well plate'.</p> <p>Know how to use a range of food preparation techniques (such as chopping, measuring, blending, mixing).</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink from the 'eat well plate'.</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>
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		<p>Learn about designers who have developed ground - breaking products.</p> <p>Evaluate the key designs of individuals in design and technology.</p> <p>Sew using a range of different stitches.</p>		Be able to drill a hole using a hand drill		
<b>Music and Drama</b>	<p>Why were the ancient Egyptians significant? A bao a que</p> <ul style="list-style-type: none"> <li>• play and perform in ensemble contexts, using their voices and playing musical instruments</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul> <p><b>Motif, Palindrome, Pitched and Unpitched percussion, Retrograde</b></p> <p>Listen to Sprite from A Bao a Que Mason</p>	<p>Manchester This is the place</p> <p>play and perform in solo and ensemble contexts, using <b>their voices</b> and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds</p>	<p>Why did the Anglo-Saxons settle in England?</p> <p>Legend of Beowulf</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of</p>	<p>Why was there a struggle between the Anglo-Saxons and the Vikings?</p> <p>Listening and applying knowledge and understanding</p> <p>Listening to a sound-montage; listening to and repeating single phrases; natural sounds; Viking instruments.</p> <p>identifying natural sounds and environments; identifying types of instruments (strings, percussion etc).</p> <p>Blues instruments</p>	<ul style="list-style-type: none"> <li>• 2-note patterns • mountain/sea/sky music • shape-shifting music • arpeggios • repeating patterns • shimmering and trembling patterns. • layers of rhythmic sounds • jazzy "scat" improvisations • Pentatonic wave-melodies • Changing instruments • Using unpitched sounds for atmosphere • fanfares and horn-calls • tune-variations (forwards/backwards/upside-down) • anvil-music with metal instruments/sounds • class "storm" music • two-note melodies</li> </ul>	<p>North America</p> <p>Rhapsody in Blue Gershwin</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with</p>



	<p>Bates. Note it's palindromic. Create own beast. Create musical motifs for beast on untuned percussion. Create palindromic piece of music incorporating tuned percussion.</p>	<p>with increasing aural memory</p> <p>Listen to Tony Adam's This is the Place (poem written after Arena bombing. Discuss content and emotional responses. Why is it such a successful poem? Think about rhythm and scanning. In groups, compose own poems on what we feel represents Manchester thinking about rhythm. Perform with choral speaking – consider ostinato, pitch, dynamic, silence, canon. Perform for class.</p>	<p>music listen with attention to detail and recall sounds with increasing aural memory</p> <p>Listen to story – comprehension focussing on inference skills.</p> <p>Singing a round: find other pieces of music to identify the pulse in - clapping along, as well as finding new ways of moving to the beat - such as tapping your shoulders, clicking your fingers and tapping your feet. Listening music: Mozart Horn Concerto The music is linked to the topic of Anglo-Saxons. Focus: Note patterns - changing the order of the notes / Call and response / Rhythms -</p>	<p>and percussion. Identifying home-note and key; drones. Identifying metal instruments; horn calls, string-sounds and percussion. Identifying various percussion and "glassy" sounds; comparing film-music approaches. Identifying natural environments by sound; identifying types of birdsong. Identifying song-music extracts used as story-links. Listening to and being aware of each other as performers. Reviewing recording, video, written work etc.</p>	<p>with repeated notes • 'garden' music • 'icy' repeating patterns • rising and falling pentatonic tunes • flight-patterns up/down, with unpitched wind and sea sounds • birdsong music • environmental music • adapting above ideas as 'incidental' music for drama scenes. • groups preparing selected compositions for performance. • performing 'sound-pictures' to school and to public.</p>	<p>attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p> <p>Make a list of the sounds around school Describe them and make musical <b>motifs</b> from these descriptions Structure motifs into a composition Learn and invent 'train' rhythms (ostinatos) Learn about the blues scale Invent a tune</p>
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			changing the rhythm of the notes • Discuss how music is usually made up of musical patterns. The order of the Listening music: the Anglo-Saxon harp For the listening music go to this YouTube link. Watch from 01:51 to 03:47.notes in these patterns can change.			Use technical terminology where appropriate  Structure sections of music into a bigger piece Perform
RE	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	Why do some people think that life is like a journey and what significant experiences mark this?	
	See progression document for further detail					

<p><b>PE</b></p>	<p>Gymnastics: Arching and Bridges</p> <ul style="list-style-type: none"> <li>• Support your body weight on your hands and feet only. Spin from one means of support to another.</li> <li>• Create sequences and perform them using front and back symmetrical supports and symmetrical spinning.</li> <li>• Create sequences involving different controlled rolls and front and back supports.</li> <li>• Create sequences moving seamlessly from front and back supports to other balances.</li> <li>• Create a sequence in a pair showing different formations within your sequence and perform in unison to a set count.</li> <li>• Work in a pair to create a sequence of front and back supports which involve working under and over.</li> </ul> <p>Gymnastics: Pushing and Pulling</p> <ul style="list-style-type: none"> <li>• Balance on different points and patches. Match a partner's moves in synchrony.</li> <li>• Compose a sequence with a partner and perform elements of your sequence in contrast to a partner.</li> <li>• Match your partner's asymmetrical balances. Work with contrasting dynamics to your partner.</li> <li>• Create a sequence involving matching and contrasts which is performed to a high standard with a partner.</li> <li>• Work in a group to compose a sequence with contrasting and matching shapes and moves.</li> <li>• Work at contrasting levels and perform in unison and canon.</li> </ul> <p>Gymnastics: Rolling and travelling low</p> <ul style="list-style-type: none"> <li>• Forward roll with good technique and control. Perform a forward roll as part of a sequence of rolls.</li> <li>• Link forward rolls into a rolling sequence seamlessly.</li> <li>• Roll backwards and come to a standing without knees touching the mat. Roll backwards into straddle.</li> <li>• Roll in unison with a partner. Create a sequence involving a variety of rolls and perform control and poise.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Mirror a partner's rolls. Work in pairs with good timing.</li> <li>• Produce a sequence of rolls which show elements of unison, cannon and mirroring.</li> </ul>					
<b>PE</b>	Swimming					
<b>PE</b>	Outdoor games: Tag Rugby	Outdoor games: Football	Outdoor games: Basket Ball	Outdoor games: Hockey	Outdoor games: Athletics	Outdoor games: Cricket
	See progression document for further detail on outdoor games					
<b>PSHE</b>	<b>Being me in my world</b>  I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal  I understand who is in my school community, the roles they play and how I fit  I understand how democracy works through the school council  I understand that my actions affect myself and others; I care about other	<b>Celebrating difference</b>  I understand that, sometimes, we make assumptions based on what people look like  I understand what influences me to make assumptions based on how people look  I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure  I can tell you why witnesses sometimes join in	<b>Dreams and goals</b>  I can tell you about some of my hopes and dreams  I understand that sometimes hopes and dreams do not come true and that this can hurt  I know that reflecting on positive and happy experiences can help me to counteract disappointment  I know how to make a new plan and set new goals	<b>Healthy me</b>  I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most  I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations  I understand the facts about smoking and its effects on health,	<b>Relationships</b>  I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant  I can identify someone I love and can express why they are special to me  I can tell you about someone I know that I no longer see  I can explain different points of view on an animal rights issue	<b>Changing me</b>  I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm  I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby  I can describe how a girl's body changes in order

	<p>people's feelings and try to empathise with them</p> <p>I understand how groups come together to make decisions</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>with bullying and sometimes don't tell</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p>	<p>even if I have been disappointed</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p>I can identify the contributions made by myself and others to the group's achievement</p>	<p>and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>I understand how people feel when they love a special pet</p> <p>know how to show love and appreciation to the people and animals who are special to me</p>	<p>for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can identify what I am looking forward to when I am in Year 5</p>
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