



# Curriculum Overview 2022-23

## Year Group: Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Change (rags to riches) story. Persuasive advert. Poetry – Mummy!	Suspense story.  Discussion.  Poetry – Winter Wonderland.	Beat the Monster story.  Information text.  Poetry – Kennings.	Portal story.  Persuasive information.  Poetry – The Ruin	Quest story.  Recount.  Poetry – Taking Care of Business.	Journey story.  Recount.
<b>Maths</b>	See White Rose scheme overview: <a href="https://assets.whiterosemaths.com/resource-pages/year-4/wrm-y4-lesson-by-lesson-overview.pdf">https://assets.whiterosemaths.com/resource-pages/year-4/wrm-y4-lesson-by-lesson-overview.pdf</a>					
<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 include the River Nile, the pyramids, religion, pharaohs).</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 the arrival of Christianity).</p>	<p>Why was there a struggle between the Anglo-Saxons and the Vikings?</p> <p>Know who the Vikings were, where they came from and why there was a struggle between them and the Anglo-Saxons.</p> <p>Identify historically significant people (such as King Alfred, Aethelflaed, and</p>	<i>Possible continuation</i>	

	<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 how knowledge of the past is constructed</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> <p>Answer (and sometimes ask)</p>	<p>King Cnut) and events</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>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>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>		
<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>Use maps, atlases, aerial photographs and fieldwork to</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>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 to 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>Sound</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>Electricity</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 with</p>	<p>Living things and their habitats</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>States of matter</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>Animals including humans</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>Scientific investigations</p>
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		being good conductors				
<b>Computing (see progression document for further details).</b>	Digital Literacy – Managing Online Information. Online Reputation.	Digital Literacy – Online Bullying.  Information Technology project - Presentation (digital poster)	Digital Literacy – Copyright and Ownership. Privacy and Security.	Digital Literacy – Health, Wellbeing and Lifestyle.  Coding – Scratch platform game.	Digital Literacy – Online Relationships.	Digital Literacy – Self image and Identity.
<b>Art</b>	<p><u>Why were the Egyptians significant?</u></p> <p>Look at a range of Egyptian art and artefacts. Discuss the themes and the skills of the Egyptian artists and craftspeople. Use knowledge of Egyptian art and hieroglyphics . Learn how to make papyrus.</p>	<p><u>How has the geography of Manchester changed over time?</u></p> <p>Look at the work of a selection of British landscape artists, including Lowry. Compare to contemporary artist Jen Orpin. Create a watercolour painting of our local area.</p>	<p><u>Why did the Anglo Saxons settle in England?</u></p> <p>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 using paper engineering techniques.</p>	<p><u>Why was there a struggle between Anglo Saxons and Vikings?</u></p> <p>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.</p>	<p><u>Why was there a struggle between Anglo Saxons and Vikings?</u></p> <p>Design and draw a figurehead for the ship.</p> <p>Make a collaborative piece in the style of the Bayeux Tapestry showing the event happening in Britain during Saxon times.</p>	<p><u>How has geography made North America?</u></p> <p>Look at American landscape artists.</p> <p>Look at the colour field paintings of Marc Rothko and paint a piece in response to the colours in the North American Landscape.</p>

				Imagine and design a new Viking god.		
<b>Design and Technology</b>		<p>Textiles</p> <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>Construction</p> <p>Can we make a mini greenhouse?</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>Food Technology</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>When planning, consider the views of others, including intended users, to improve their work.</p> <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>		<p>Understand the need for care and safety when using tools such as scissors</p> <p>Be able to drill a hole using a hand drill</p>		<p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>
<b>Music and Drama</b>	<p>Why were the ancient Egyptians significant? A bao a que</p> <p>· play and perform in ensemble contexts, using their voices and playing musical instruments · improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p><b>Motif, Palindrome, Pitched and</b></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 improvise and compose music for a range of purposes using</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</p>	<p>Why was there a struggle between the Anglo-Saxons and the Vikings?</p> <p>Listening and applying knowledge and understanding Listening to a sound-montage; listening to and repeating single phrases; natural sounds; Viking instruments. indentifying natural</p>	<p>• 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-</p>	<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 improvise and</p>



	<p><b>Unpitched percussion, Retrograde</b></p> <p>Listen to Sprite from A Bao a Que Mason 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>the inter-related dimensions of music listen with attention to detail and recall sounds 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>and expression improvise and compose music for a range of purposes using the inter-related dimensions of 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</p>	<p>sounds and environments; identifying types of instruments (strings, percussion etc). Blues instruments 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>calls • tune-variations (forwards/backwards/upside-down) • anvil-music with metal instruments/sounds • class "storm" music • two-note melodies 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>compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high quality live and recorded music 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</p>
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			<p>the topic of Anglo-Saxons.</p> <p>Focus: Note patterns - changing the order of the notes / Call and response / Rhythms - 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</p> <p>For the listening music go to this YouTube link. Watch from 01:51 to 03:47.notes in these patterns can change.</p>			<p>Structure motifs into a composition</p> <p>Learn and invent 'train' rhythms (ostinatos)</p> <p>Learn about the blues scale</p> <p>Invent a tune</p> <p>Use technical terminology where appropriate</p> <p>Structure sections of music into a bigger piece</p> <p>Perform</p>
<b>RE</b>	What does it mean to be a Hindu in Britain today?	Why are festivals important to religious communities? (Diwali focus).	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? (Eid focus)	Why do some people think that life is like a journey and what significant experiences mark this?
	See progression document for further detail					

<b>Swimming</b>	Swimming all year – no Dance or Gym.					
<b>Outdoor Games</b>	Tag Rugby	Basketball	Football	Hockey	Athletics	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 people's feelings and try to empathise with them  I understand how groups come	<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 with bullying and sometimes don't tell  I can identify what is special about me and value the ways in which I am unique  I can tell you a time when my first	<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 even if I have been disappointed  I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	<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, and also some of the reasons some people start to smoke  I understand the facts about alcohol and its effects on health, particularly	<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  I understand how people feel when they love a special pet  know how to show love and	<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 for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  I know how the circle of change works and

	<p>together to make decisions</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>impression of someone changed when I got to know them</p>	<p>I can identify the contributions made by myself and others to the group's achievement</p>	<p>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>appreciation to the people and animals who are special to me</p>	<p>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>
<b>Spanish</b>	<p><a href="#">Section 4: Pets and celebrations</a></p> <p>Topic 1: Animals</p> <p>Topic 2: Numbers to 40</p>	<p><a href="#">Section 4: Pets and celebrations</a></p> <p>Topic 3: Fiestas</p> <p>Topic 4: More sounds and spellings</p>	<p><a href="#">Section 5: Times and dates</a></p> <p>Topic 1: Telling the time</p> <p>Topic 2: Times of day</p>	<p><a href="#">Section 5: Times and dates</a></p> <p>Topic 3: Numbers 41-100</p> <p>Topic 4: My birthday</p>	<p><a href="#">Section 6: Towns and countries</a></p> <p>Topic 1: European countries</p> <p>Topic 2: Towns around the world</p>	<p><a href="#">Section 6: Towns and countries</a></p> <p>Topic 3: Where are you going?</p> <p>Topic 4: North, south, east, west</p> <p>Topic 5: Locations of Spanish towns</p>