

### Year 4 Curriculum Overview

Learning Updates detail the learning and enrichment activities that have taken place in class each week.

The teaching of reading and writing in English will be focussed around enhancing knowledge of the text type, school value, the thread, or the topic.

<b>Term</b>	<b>Autumn 1</b> Anglo-Saxons	<b>Autumn 2</b> Alfred the Great	<b>Spring 1</b> Volcanoes & Italy	<b>Spring 2</b> Volcanoes & Italy	<b>Summer 1</b> The Titanic	<b>Summer 2</b> The Titanic
<b>Thread</b>	<b>Changing Communities</b> How did the Anglo Saxons change Britain?	<b>Leaders Through Time</b> Why was Alfred called 'Great' against the Vikings?	<b>Changing communities</b> How does a volcano change a community?	<b>Ethics and citizenships</b> Should Pompeii be a tourist attraction?	<b>Ethics and citizenships</b> Who was responsible for the sinking of the Titanic?	<b>Ethics and citizenships</b> How did social class affect passengers' chances of survival?
<b>School Value</b>	<b>Community</b>	<b>Individuality</b>	<b>Community</b>	<b>Responsibility</b>	<b>Responsibility</b>	<b>Individuality</b>
<b>English</b>	Myths- Beowulf  Non-chronological reports- Anglo Saxon Houses	Argument Texts- Was Alfred great or not? Story Setting- She Wolf (Viking Novel) Anglo Saxon Riddle poems.	Persuasive Text- Visit Italy Traditional Tales- Firework Maker's daughter	Recounts- Pompeii Poetry unit- vocabulary builder.	Widow's Broom- Story with a theme (prejudice) Diary Writing- Passengers Free verse-poetry. emotive response to who was responsible?	Titanic Plays- Short scenes developed  Explanation Texts- How to Make a Slingshot Car
<b>Maths</b>	See NC links for each year group's objectives. Please also see the Maths Target Sheets. By the end of Y4, children should have completed Target Sheet D, and they should know all multiplication tables.					
<b>RE</b>	Christianity: Salvation	Inspirational People: Islam	Inspirational People: Hinduism	Inspirational People: Discovering Sikhism	Christianity: Mission	Sikhism: Family, religion and community.
<b>Science</b>	Living things and their habitats		Sound	Animals including humans	Electricity	States of Matter- Water cycle
<b>History</b>	How did the Anglo Saxons change Britain?	Why was 'Alfred' called 'Great' against the Vikings?		Evaluate usefulness of different sources- Pompeii history.	Who was responsible for the sinking of the Titanic?	Link to English plays (use evidence to reconstruct life in the time studied). Use evidence to build a picture of a past event.
<b>Geography</b>	Changing boundaries as a result of invasion. Invasion points – why were they prime locations?	Scale drawings West Stow maps.	How do volcanoes affect local life for Italians? Microclimates around volcanoes	Use 4 points of a compass- begin to use 8.	Names and locations of oceans. Locations of passengers' embarkation points.	Use number locations on a map. Locate place names on a large-scale map.  Draw a sketch map from a high view point- Link to Science.
<b>PSHE</b>	Democracy: Identity, society and equality	Making Changes: Drug, alcohol and tobacco education	What is important: Physical health and wellbeing	Playing Safe: Keeping Safe and managing risk	Growing Up and Changing: Managing relationships and feelings	

<b>Computing</b>	<p>Programming: Probots</p> <p>Pupils revisit sequence before creating loops with conditions to create more complex shapes.</p>	<p>3D imaging with Sketch Up</p> <p>Pupils will generate 3D space using the Sketch up tool as a design for an Anglo-Saxon house.</p>	<p>Programming: Times Table Game</p> <p>Pupils will be given the structure of a times tables game with condition loops that require correct answers (if, else)</p>	<p>2Simple Database</p> <p>Pupils collect data and then present it on the 2investigate software.</p> <p>Revisit Top Trumps unit.</p>	<p>How the internet Works</p> <p>Learning how data is transferred around the world using the world wide web.</p>	<p>Networks (Year 3 unit)</p> <p>Understanding how computers communicate and share information.</p>
<b>Online Safety</b>	<p><u>Online Bullying</u></p> <p><u>Key Questions:</u> Were the Anglo Saxons bullies? How could you prove this? If you were being bullied online how might you report it?</p> <p><b>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</b></p>	<p><u>Copyright and Ownership</u></p> <p><u>Key Questions:</u> Why might the Vikings actions make you think they wouldn't respect copyright and ownership of online materials? How did they not respect people's physical property?</p> <p><b>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</b></p>	<p><u>Managing Online Information</u></p> <p><u>Key Questions:</u> Why would 'fake News' of a volcano be dangerous? How would people see that it was a hoax? What technologies would help people to find out.</p> <p><b>I can explain what is meant by a 'hoax'. I can explain why I need to think carefully before I forward anything online.</b></p>	<p><u>Online Relationships</u></p> <p><u>Key Questions:</u> How might online forums and communities have helped people during the Pompeii crisis?</p> <p>What online dangers can be faced with online communities and people I communicate with?</p> <p><b>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.</b></p> <p><b>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</b></p>	<p><u>Online Reputation:</u></p> <p><u>Key Questions:</u> How would the internet and information sharing have helped people to find out about their loved ones after the disaster?</p> <p>How might the titanic have been advertised if it was on a website today?</p> <p><b>I can describe how others can find out information about me by looking online.</b></p> <p><b>I know who I should ask if I am not sure if I should put something online.</b></p>	<p><u>Self- Image and Identity</u></p> <p><u>Key Questions:</u> How would somebody of a lower class be able to present themselves differently online in our modern world?</p> <p><b>I can explain how my online identity can be different to the identity I present in 'real life'</b></p>
<b>Music</b>	<p>Rock and Roll Performing singing and hand jives. Using tuned instruments to play rock and roll basslines. Playing accurately and in time..</p>	<p>Rainforests: Investigating structure and texture. Body percussion. Percussion rhythms. Repeated melodies and loops.</p>	<p>Hanami Festivals: Representing descriptive words with sounds using percussion instruments</p>	<p>Performance skills for the Easter Performance.</p>	<p>South America: Introduction to samba music. Syncopated rhythms. Playing rhythmically. Composing breaks.</p>	<p>Changes in Pitch Tempo and Dynamics. Theme rivers...</p>
<b>French</b>	<p>Revision of ways to describe people. Describe nationality. Extend vocabulary to describe somebody (adjectives)</p>	<p>Talking about activities. Telling the time. Talking about what time activities are done.</p>	<p>Festivals and dates (inc present that might be given). Numbers 31-60. Instructions.</p>	<p>French cities. Giving basic instructions. Weather. Talking about weather and places in France.</p>	<p>Shopping for food. Asking for the price of an item. Party activities. Opinions about foods.</p>	<p>Francophone countries. Discuss the languages we speak. Items of clothing. Describe items of clothing.</p>
<b>Art and Design</b>	<p>Investigating texture and pattern</p>		<p>Analysing famous artists' work.</p>	<p>Sculpture: working with recycled materials.</p>		
<b>DT</b>		<p>Textiles: fastenings.</p>			<p>Electrical systems: Torches</p>	<p>Mechanical Systems: Making a slingshot car.</p>
<b>PE</b>	<p>Gymnastics/ Tag Rugby and basketball</p>	<p>Dance gymnastic and Football</p>	<p>Dance/ OAA Ball skills into racket skills</p>	<p>Dance/ Netball and Hockey</p>	<p>Gymnastics/ Cricket and Rounders</p>	<p>Dance/ Tennis and athletics</p>

