


## Year 4 Curriculum Overview

	Autumn Term	
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	Indus Valley	Extreme Earth
Experiences/Visitors	Indus Valley day - Making clay seals	Christmas performance
Language	<p><b>Reading</b> VIPERS, various words from fluency texts and cloud tea monkeys</p> <p><b>Maths</b> Addend, subtrahend, minuend, kilogram, kilometre, metre</p> <p><b>Science</b> electricity, electrical circuit, complete circuit, battery, positive, negative, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator</p> <p><b>History</b> Settlements Civilisation Goods Trade</p> <p><b>Art/DT</b> motivation neutral complement Sculpture Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective</p> <p><b>Music</b> timbre, drone, accompaniment, Culturally, decades, stylistically, musical style, crotchet, quaver, crotchet rests styles, genres, note pitches, technique,</p> <p><b>Computing</b> Internet, network, router, security, switch, server, website, web page, web address, web browser, World Wide Web, content, links, files, use</p> <p><b>PSHE</b> Displaced. Excluded, Role, Refugee, Discrimination, Persecution, Election</p> <p><b>PE</b> Dribbling, Close control, Push pass, Slap pass, Reverse stick, Use space</p> <p><b>RE</b> Hindu Diwali Rama and Sita Omnipresence Aum symbol Brahman - Vishnu, Brahma, Shiva. Creation, Preservation, destruction. Karma - Dharma</p>	<p><b>Reading</b> Various words from fluency texts and extreme earth</p> <p><b>Maths</b> difference, adjustment, partition, redistribution, tenths</p> <p><b>Science</b> sound, source, vibration, travel, pitch, volume,</p> <p><b>Geography</b> physical processes (the natural forces that change Earth's physical features, including forces that build up and wear down Earth's surface). (weather) trends, landform land-use patterns, renewable energy, climate, fossil fuels.</p> <p><b>Art/DT</b> apparent coherence retain abstract natural bold delicate detailed, Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise, water, intense, opaque, translucent, wash, tint, shade, background, foreground, middle ground, representation, natural, swirling, stippled, transparent, horizon</p> <p><b>Music</b> octave, melody, solo, ensemble</p> <p><b>Computing</b> audio, microphone, speaker, headphones, input device, output device, sound, podcast, trim, align, layer, import, record, playback, selection, load, save, export, MP3</p> <p><b>PSHE</b> Cool, Trigger, Regulate, Upstander, United, Jealousy</p> <p><b>PE</b> Balance Sequence asymmetrical Travelling Core muscles Transition Cartwheel Defenders Attackers Bounce pass</p> <p><b>RE</b> Puja, Shruti-Smriti Vedas, Upanishads, Mahabharata, Bhagavad Gita, Ramayana, Moksha Advent/Wreath</p>
English	<ul style="list-style-type: none"> <li>Recount - Diary entry based on the book 'Cloud tea monkeys.'</li> <li>'How to make an Indus Valley clay seal' instructions</li> </ul> <p>5w. I can create detailed settings, characters and plot in my narrative writing using:</p> <ul style="list-style-type: none"> <li><b>expanded noun phrase</b></li> <li><b>adverbials.</b></li> </ul> <p>14b. I know that <b>fronted adverbials</b> are at the start of a sentence and describe where, when and how.</p> <p>15b. I can use <b>co-ordinating conjunctions</b> to join two <b>main clauses</b> together. I know that <b>co-ordinating conjunctions</b> do not begin a sentence. For, and, nor, but, or, yet, so</p> <p>*14w. I can use <b>fronted adverbials</b> and correctly punctuate it. - e.g. Later that day, As soon as he could., In the winter, Outside my house,</p> <p>18w. I can use <b>adverbs</b> to modify <i>how much or how often</i> - After the trip, I was <u>totally</u> exhausted. We go to the cinema <u>occasionally</u>.</p>	<ul style="list-style-type: none"> <li>Non chronological report on Volcanoes.</li> <li>2b. I can 'magpie' vocabulary and structure from similar writing (narrative and non-narrative / formal and informal) to help me plan and write more effectively.</li> <li>3b. I can use paragraphs in my writing, although the may not always elaborate the main idea.</li> <li>4b. I am beginning to understand the purpose of research.</li> <li>5b. I can use precise nouns in an <b>expanded noun phrase</b> to add detail to my writing (narrative and non-narrative).</li> <li>2w. I can use the structure, vocabulary and grammar of similar writing (narrative and non-narrative / formal and informal) to help me plan and write for a specific audience and purpose.</li> </ul> <p>Poem on volcanoes: Onomatopoeias and syllable pattern poetry</p>
Reading	<p><b>Guided Reading</b> Cloud Tea Monkeys - VIPERS</p> <p><b>Fluency:</b> Poem: Mohenjo Daro by Kiran Devarajan - Pace and choral reading People of the Indus - Nikhil Gulati</p>	<p><b>Guided Reading</b> 'Extreme Earth' VIPERS</p> <p><b>Fluency:</b> Poem: The bones of Pampichirri - tone The chilly chilly by Joseph Coelho - performance 'Extreme Earth' - non-fiction text. Alan Turing - Little big people</p>
Maths	<ul style="list-style-type: none"> <li>Place Value - 4 digit numbers</li> <li>Rounding up to 4 digit numbers</li> <li>Comparing and ordering 4 digit numbers</li> <li>Finding 1/10/100/1,000 more/less with supporting resources</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction strategies - adjusting, redistribution and partitioning,</li> <li>Column strategy with and without regrouping</li> </ul>

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<b>Science</b>	<p><b>Electricity</b>  <b>Big Questions:</b> How do electric circuits work?_</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can identify common appliances that run on electricity</li> <li>• I can construct a simple series electrical circuit</li> <li>• I can identify and name the parts of a circuit, including cells, wires, bulbs, switches and buzzers</li> <li>• I know a simple series circuit must be a complete loop with a battery</li> <li>• I know 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</li> <li>• I know that a switch opens and closes a circuit</li> <li>• <b>Skills:</b> asking relevant questions and using different types of scientific enquiries to answer them</li> </ul> <p>Significant individuals - Lewis Latimer</p>	<p><b>Sound</b>  <b>Big Questions:</b> What is sound and how can it change?</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I know that sounds are made, when something vibrates</li> <li>• I know that vibrations from sounds travel through a medium (a solid or the air) to the ear</li> <li>• I know that sounds get fainter as the distance from the sound source increases</li> <li>• I know that pitch is how high or low a noise is</li> <li>• I know that volume is how loud or quiet a noise is</li> <li>• <b>Skills:</b> I can find patterns between the pitch of a sound and features of the object that produced it</li> <li>• I can find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul>
<b>Geography/History</b>	<p><b>Indus Valley</b>  <b>Big question:</b> Who built the Indus valley?</p> <ul style="list-style-type: none"> <li>• Understanding of events, people and changes</li> <li>• <b>-Construction Advances</b></li> <li>• <b>-Societal Structure</b></li> <li>• 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</li> </ul> <p><b>Skills:</b></p> <p>Communication To be able to explain historical events with cause and effect.  Chronology Ask questions and develop knowledge and understanding of chronology</p>	<p><b>Earthquakes and Volcanoes</b>  <b>Big question</b> What are examples of extreme events on Earth that change the world we live in?</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• I know continents from their distinct shapes.</li> <li>• I know the locations of the World's oceans.</li> <li>• I can name countries beyond Europe and say what continent they are in.</li> </ul> <p><b>Physical geography</b></p> <ul style="list-style-type: none"> <li>• I can describe and understand key aspects of physical geography such as volcano distribution and formation.</li> <li>• I can understand how some of these aspects have changed over time.</li> <li>• I can compare the similarities and the differences of the weather, culture, <b>physical and human features</b> of the UK and a non-contrasting non-European country.</li> <li>• I can draw and interpret annotated diagrams about a physical process such as volcano formation.</li> </ul> <p>I can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information systems (GIS)</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b>  Mapping skills  I can draw more sophisticated maps with keys.  I can use atlases and digital mapping to understand the landscape of a country and surrounding area.  Being a Geographer  I can ask and answer geographical questions about the physical and human characteristics of a location (Hawaii).  I can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical information systems (GIS)</li> </ul>
<b>Art/DT</b>	<ul style="list-style-type: none"> <li>• <b>Indus valley civilisation: Facts and Artefacts -</b></li> </ul> <p><b>Big question:</b> How do I replicate an artefact?</p> <p><b>Design</b></p> <p>Indus Valley clay seal</p> <p><b>Plan</b></p> <p>Select specific material, ingredients or components suitable for the purpose of the product and explain why these choices have been made</p> <p><b>Make</b></p> <p>Using appropriate tools and equipment, measure, mark out, cut, shape and join materials and components with some accuracy.</p>	<p><b>Painting</b>  <b>Big question:</b> How can art represent cultural differences?</p> <ul style="list-style-type: none"> <li>• <b>Artist - Hokusai—The Great Wave</b></li> <li>• <b>I know...</b></li> <li>• Japonisme movement and how it spread throughout world</li> <li>• Early form of impressionism and huge influence</li> </ul> <p>• A vanishing point can be used to give the impression of depth in a picture.</p> <p>• When considering perspective, smaller images in a painting can give the illusion of distance and larger objects can appear closer.</p>

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	<p><b>Evaluate</b> Identify the strengths of theirs and others products and area/ideas for improvement/ development</p> <p><b>Skill development in:</b> Manipulation, replication</p> <p><b>Tool suggestions (dependent on chosen task):</b> Rolling pin, modelling tools e.g. plastic knife, scraper</p>	<ul style="list-style-type: none"> <li>The use and portrayal of shade and colour can impact on the mood and expression conveyed by a piece of art.</li> <li>Art can be autobiographical and be influenced by an artist's own experiences</li> <li>Artists use different methods and approaches to convey their ideas and sense of self</li> </ul>
<b>Computing</b>	<p><b>Big question: What is the internet?</b></p> <ul style="list-style-type: none"> <li>Connecting computers - The internet</li> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><b>Big question: How can we record and edit audio digitally?</b></p> <ul style="list-style-type: none"> <li>Creating Media - Audio production</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
<b>PSHE/RSE</b>	<p><b>Zones of Regulation,</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identifying how we feel when in each zone and how we can get back to green</li> <li>Class charter and how to include everybody</li> <li>Respect, Courage, Ambition, Pride</li> </ul> <p><b>New Beginnings</b> <b>Big question: What are my rights and responsibilities in school?</b> Rights and responsibilities in school, coping with new situations. <b>School Values</b> <b>Big question: How can I be a role model to others?</b> <b>Democracy</b> UK Parliament Education School council. Human and British Values. <b>Global Citizenship</b> <b>Our City, Our World</b> <b>B&amp;H PSHE Team Refugee Education</b> <b>BIG QUESTION: What is a refugee?</b></p>	<p><b>Getting on and falling out</b> <b>Big question: How can I regulate my emotions?</b> Not losing your cool- regulating your emotions and group work skills. Friendship should make someone feel good and happy. Friendships have ups and downs which can usually be solved. Say no to bullying <b>Big question: What is an upstander?</b> Safely challenge bullying behaviour - being an upstander. Safety network. Anti-bullying week annual theme. <b>Money Management</b> (taught as part of maths) 1 Decision resources available.</p>
<b>Music</b>	<p><b>How is my voice like an instrument?</b> To understand that both instruments and voices can create audio effects (Timbre) <b>Skills:</b> <u>Listening</u> I can begin to explain why a piece of music makes me feel a certain way <u>Singing and playing</u> I can sing songs from memory with accurate pitch <u>Composing</u> Copy and create simple rhythmic patterns crotchet, quaver (and their rests) and minims <u>Performing</u> I can use a drone as an accompaniment <u>Transcribing and using symbols</u> I can recognise crotchet/quavers and rests in games</p>	<p><b>Can I sing this song higher and lower?</b> To know that a melody can be played at a higher or lower pitch. (Pitch) <b>Skills:</b> <u>Listening</u> I can start to identify the character of a piece <u>Singing and playing</u> I can play a simple rhythmic sequence with crotchets/crotchet rests/quavers I can control my voice when I sing in a performance <u>Composing</u> I can improvise a sequence of call and response <u>Performing</u> I can control my voice when I sing in a performance <u>Transcribing and using symbols</u> I can match pitch changes to dot notation sequences</p>
<b>RE</b>	<p><b>How do Hindu's view God?</b></p> <ul style="list-style-type: none"> <li>To be able to describe the concept of one God in many forms.</li> <li>To describe the Hindu belief of the Trimurti</li> <li>and show some knowledge of why Hindu's worship more than one God.</li> <li>To understand the concepts Karma, Dharma and Moksha.</li> <li>To show some understanding of the key beliefs that underpin the values of living life as a practising Hindu.</li> <li>To connect the importance of Aum from its origin in the creation story to its importance in Hindu worship.</li> <li>To know the 5 daily Hindu duties.</li> </ul>	<p><b>Why is Puja important to Hindus?</b></p> <ul style="list-style-type: none"> <li>To be able to describe the importance of the puja tray in Hindu worship and what happens in this worship.</li> <li>Through Hindu proverbs children will learn about Hindu texts. (Upanishads, Mahabharata, Bhagavad Gita, Ramayana)</li> <li>To understand how these text affect worship and the daily lives of the believer.</li> <li>To reflect on positive and negative actions in specific situations and be able to discuss ideas. (Link to the concept of Karma)</li> <li><b>How is Christmas celebrated in France?</b></li> <li>To describe what advent is. Show an understanding of the significant parts of the Christmas</li> </ul>

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	<ul style="list-style-type: none"><li>To reflect on their own daily duties and responsibilities</li></ul> <p><b>Skills:</b> Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning’ ‘Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship’ ‘Suggest answers to questions, including their own ideas, about the differences religion makes to life’</p>	<p>story and know where it can be found in The Bible.</p> <ul style="list-style-type: none"><li>To compare how Christmas is celebrated in the UK to how it is celebrated in France.</li><li>(If Christmas is celebrated) children share how and what they do providing an opportunity for questions and answers.</li></ul> <p><b>Skills:</b> Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship’ ‘Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning’ Suggest answers to questions, including their own ideas, about the differences religion makes to life’</p>
PE and Sport	<p><b>Gymnastics</b></p> <p><b>Big question: WHAT MAKES AN EFFECTIVE AND INTERESTING SEQUENCE?</b> <b>Know / Understand:</b></p> <ul style="list-style-type: none"><li>How to work with a partner on a sequence of moves</li><li>The term ‘working in unison’</li><li>The STEP principle</li><li>How to improve exercises using weight on hands</li><li>The term ‘pathways’</li><li>How to mount higher apparatus</li></ul> <p>How to judge a performance, give and receive feedback <b>Skills:</b></p> <ul style="list-style-type: none"><li>to perform a sequence using changes in speed and direction</li><li>To use the STEP principle to create and perform a partner sequence</li><li>To perform actions taking weight on hands</li><li>To develop a sequence using pathways</li><li>To use higher apparatus in a sequence</li></ul> <p>To compare, contrast and offer feedback on others’ sequences</p> <p><b>Football</b></p> <p><b>Big question: How can I use space to improve my football skills?</b> <b>Know / Understand:</b></p> <ul style="list-style-type: none"><li>How to move towards the passer to receive the ball</li><li>How to call signal or call for the ball</li><li>How and where to mark an attacking player</li><li>How to change direction with the ball</li></ul> <p>How to pass when moving <b>Skills:</b> Coming towards the ball to receive</p> <ul style="list-style-type: none"><li>➤ Moving and marking an attacking player</li><li>➤ Tackling an opponent</li><li>➤ Dribbling in different directions</li><li>➤ Passing over distance</li></ul> <p>Passing on the move</p>	<p><b>Basketball</b></p> <p><b>Big question: What are the jobs of attackers and defenders in a game?</b> <b>Know / Understand:</b></p> <ul style="list-style-type: none"><li>What the jobs of defenders and attackers are</li><li>The double dribble rule and which is their dominant hand for dribbling</li><li>The term ‘man-to-man marking’ and where to position themselves when marking</li><li>How the bounce pass can help in a game</li><li>The benefits of a jump shot</li><li>The travelling rule and triple threat position</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>➤ Apply pressure as a defender</li><li>➤ Crossover dribble</li><li>➤ Man to man marking the ball handler</li><li>➤ Bounce pass</li><li>➤ Jump shot</li><li>➤ Avoid travelling by using jump stop</li></ul> <p><b>Hockey</b></p> <p><b>Big question: How can I work with team mates to keep possession of the ball?</b> <b>Know / Understand:</b></p> <ul style="list-style-type: none"><li>How accurate passes help with attacking</li><li>Why controlling the ball and moving to space helps with attacking</li><li>Understand the reverse and open stick stances</li><li>How to increase distance of passes</li><li>How to move the ball into space</li></ul> <p>How to suggest ways to improve skills and game tactics <b>Skills:</b></p> <ul style="list-style-type: none"><li>➤ Push passing</li><li>➤ Straight dribble</li><li>➤ Stopping the ball with the reverse side of stick</li><li>➤ Slap pass</li><li>➤ Turning with the ball</li><li>➤ Use a range of passes to build an attack</li></ul>