



	The Roman Empire		The Living Rainforest		The Terrible Tudors	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity Does electricity flow easily through all objects?	Animals, including humans What happens to our food when we eat it?	Living things and their habitats Why do some species become endangered?	States of matter Does ice always melt at the same speed?	Sound How do instruments make different sounds?	Making connections How does the flow of liquid compare?
History	Roman Empire and its impact on Britain Why did the Romans settle in Britain?		The Mayans c.900AD How remarkable were the Mayans?		The Tudors Henry VIII and Elizabeth I: How accurate were the paintings?	
Geography		The Earth Why do people live near volcanoes?		Rainforests Why are rainforests important to us?		Water What are rivers and how are they used?
Art	Drawing Shape and Prints			Craft and Design Fabric of Nature		Painting and mixed media Light and dark
DT		Electrical systems – simple circuits and switches Light up cards	Mechanical systems - pneumatics Rainforest toys		Food – healthy and varied diet Making a healthy wrap	
Computing	Computer systems and networks – The Internet Is the internet and WWW the same thing?	Programming A – Repetition in shape What does a Turtle know about commuting?	Creating media – audio production Can I really create a podcast?	Data information - Data logging How can data help an investigation?	Creating media – photo editing How can we manipulate a photo?	Programming B – Repetition in games How easy is it to create a game in Scratch?
Music	Whole Class Instrumental lessons throughout the Year Ukulele					
	Adapting and transposing motifs		Changes in pitch, tempo and dynamics		Body and tuned percussion	

PE	Netball Yoga	Dodgeball Dance	Gymnastics Rounders	Tennis Football	Athletics OAA	Cricket Handball
RE	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
PSHE	Being in My World Celebrating Difference		Dreams and Goals Healthy Me		Relationships Changing Me	
Spanish	Yo (All about me) 1-20, introductions, classroom instructions, use numbers to describe clothes, describing myself, clothing, where I live, days of the week	Food Fruit and veg, meals, describing preferences, giving an opinion, snacks, describing food	Hobbies and home Rooms in a house, linking family and numbers to home	Animals Recap pets, zoo animals, describing physical appearance of animals, I like/don't like, I love/hate	My town Exploring emotions, timelines travelling back in time, exploring props, freeze framing, comic strip, digging for artefacts	The world around me Weather, countries, seasons, holidays

Year 4 curriculum overview for parents and carers

Science curriculum overview

<p>Autumn 1</p>	<p>Energy: Electricity and circuits</p> <p>Exploring appliances that use electricity, the children will learn how to work with electricity safely and build circuits. They will investigate electrical conductors and insulators and explore the relationship between the number of bulbs and bulb brightness. Real scenarios and historical discoveries will inform the children about scientific progression and home safety.</p>	<p>Autumn 2</p>	<p>Animals, including humans: Digestion and food</p> <p>Using models, the children will describe the function of key organs in the digestive system. They will identify the types of human teeth to create their own model and investigate factors that impact our dental health. They will compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains. The children will take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.</p>
<p>Spring 1</p>	<p>Living things and their habitats: Classification and changing habitats</p> <p>Identifying different ways living things can be grouped, the children will make classification keys to explore which grouping methods are most effective. They will study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings. They will play the role of naturalists and review the impact of conservation programmes.</p>	<p>Spring 2</p>	<p>Materials: States of matter</p> <p>Investigating the properties of solids, liquids and gases, the children will learn about the different states of matter. They will explore changes of state using relatable examples and use this to explain changes to water through the water cycle. They will investigate the relationship between temperature and rate of evaporation while broadening their experiences of working scientifically.</p>
<p>Summer 1</p>	<p>Energy: Sound and vibrations</p> <p>Exploring different ways of producing sounds, the children will learn about the relationship between vibrations and what they hear. They will use examples of dolphins and whales to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears. The children will explore how pitch and volume can be altered and make their own musical instrument to demonstrate these principles.</p>	<p>Summer 2</p>	<p>Making connections: How does the flow of liquids compare?</p> <p>Revising the states of matter, the children will consider methods for measuring how liquids flow differently from each other. They will plan and execute an enquiry, considering different ways of representing data to support a conclusion. Revisiting the digestive system, they will explore how the flow of different liquids should be considered when producing different medicines.</p>

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History and Geography curriculum overview

<p>Autumn 1</p>	<p>Why did the Romans settle in Britain?</p> <p>The children will investigate why the Romans invaded Britain and the reaction of the Celts. They will learn how the Romans changed life in Britain.</p>	<p>Autumn 2</p>	<p>Why do people live near volcanoes?</p> <p>The children will learn how the Earth is constructed and about tectonic plates and their boundaries. They will learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They will map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</p>
<p>Spring 1</p>	<p>How remarkable were the Mayans?</p> <p>The children will study a non-European society that provides contrasts with British history. They will study the Mayan civilisation in depth, acquiring historical knowledge whilst developing their understanding of historical significance.</p>	<p>Spring 2</p>	<p>Why are rainforests important to us?</p> <p>The children will focus on the link between biomes and climate. They will also locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They will investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. The children will also learn about the people who live in the rainforest, and discuss the impact of human activity locally and globally.</p>
<p>Summer 1</p>	<p>Henry VIII and Elizabeth I: How accurate were the paintings?</p> <p>The children will study the Tudor period. They will develop their chronological understanding of British history and deepen their understanding of the different ways in which the past was presented. They will acquire historical knowledge whilst developing their understanding of how and why different interpretations of the past may exist.</p>	<p>Summer 2</p>	<p>What are rivers and how are they used?</p> <p>The children will explore the different ways water is stored and moves. They will develop an understanding of the water cycle. They will name and map major rivers both in the UK and globally. The children will also learn about the features and courses of a river and how they are used by humans, and study a local river to identify these features.</p>

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Art and DT curriculum overview

<p>Autumn 1</p>	<p>Drawing: Shape and prints</p> <p>Using everyday items as a starting point, the children will develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>	<p>Autumn 2</p>	<p>Electrical systems: Simple circuits and switches</p> <p>The children will learn to use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. They will use the technical vocabulary relevant to this project, building light up cards.</p>
<p>Spring 1</p>	<p>Mechanical systems: Pneumatics</p> <p>The children will learn how to use pneumatic mechanisms. They will evaluate their rainforest toys using technical vocabulary relevant to the project.</p>	<p>Spring 2</p>	<p>Craft and design: Fabric of nature</p> <p>Using flora and fauna of tropical rainforests as a starting point, children will develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p>
<p>Summer 1</p>	<p>Food: Healthy and varied diet</p> <p>The children will learn how to use appropriate equipment and utensils to prepare and combine food. They will develop an understanding of a range of fresh and processed ingredients, and whether they are grown, reared or caught, appropriate for their wrap.</p>	<p>Summer 2</p>	<p>Painting and mixed media: Light and dark</p> <p>The children will develop colour mixing skills, using shades and tints to show form and create 3D when painting. They will learn about compositions and plan their own still life to paint, applying chosen techniques.</p>

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Computing curriculum overview

<p>Autumn 1</p>	<p>Computer systems and networks – The internet</p> <p>The children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>	<p>Autumn 2</p>	<p>Programming A – Repetition in shape</p> <p>The children will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p> <p>This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming</p>
<p>Spring 1</p>	<p>Creating media – Audio production</p> <p>The children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. They will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, they will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, they will evaluate their work and give feedback to their peers.</p>	<p>Spring 2</p>	<p>Data and information – Data logging</p> <p>In this unit, the children will consider how and why data is collected over time. They will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. They will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. The children will spend time using a computer to review and analyse data. Towards the end of the unit, they will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>
<p>Summer 1</p>	<p>Creating media – Photo editing</p> <p>The children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.</p>	<p>Summer 2</p>	<p>Programme B – Repetition in games</p> <p>The children will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. They will look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>

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Music curriculum overview

Autumn	Adapting and transposing motifs Drawing upon their understanding of repeating patterns in music, the children will be introduced to the concept of motifs.	Whole Class Instrumental lessons throughout the Year Ukulele
Spring	Changes in pitch, tempo and dynamics The children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as they create their own rhythms of the rainforest, layer by layer.	
Summer	Body and tuned percussion The children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as they create their own rhythms of the rainforest, layer by layer.	

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PE curriculum overview

<p>Autumn 1</p>	<p>Netball In this unit children will develop their understanding of the attacking and defending principles of invasion games. In all games' activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In netball, children do this by maintaining possession and moving the ball towards the goal to score.</p> <p>Yoga In this unit children will learn about mindfulness and body awareness. They will learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning will include breathing and meditation.</p>	<p>Autumn 2</p>	<p>Dodgeball Building on the Year 3 unit, children will continue to learn how to apply simple tactics to outwit their opponents by hitting opponents with a ball whilst avoiding being hit. Children will be given opportunities to play games independently and are taught the importance of fair play.</p> <p>Dance Children will focus on creating characters and narrative through movement and gesture. They will gain inspiration from a range of stimuli, working independently, in pairs and small groups. They will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>
<p>Spring 1</p>	<p>Gymnastics In this unit children will develop balancing, rolling, jumping and inverted movements and use their skills to create more complex sequences. They will be taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They will be given opportunities to receive and provide feedback in order to make improvements on their performances.</p> <p>Rounders In this unit children will continue to explore their understanding of the principles of striking and fielding. They will learn how to score points by striking a ball into space and running around cones or bases. When fielding, they will learn how to play in different fielding roles. They will focus on developing throwing, catching and batting skills.</p>	<p>Spring 2</p>	<p>Tennis In this unit children will develop their understanding of the principles of net and wall games. In all games' activities, children will have to think about how to use skills, strategies and tactics to outwit the opposition. Children will be given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>Football In this unit children will continue to develop their understanding of the attacking and defending principles of invasion games. In all games activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In football children will do this by maintaining possession and moving the ball toward goal to score.</p>
<p>Summer 1</p>	<p>Athletics In this unit children will develop basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>OAA In this unit children will begin to develop problem solving skills through a range of challenges. They will work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Children will develop communication skills, taking on the role of a leader and working within a team. They will develop navigation skills including orienteering a map, identifying key symbols and drawing and following a route.</p>	<p>Summer 2</p>	<p>Cricket In this unit children will explore their understanding of the principles of striking and fielding. They will expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. They will aim to avoid fielders when batting so that they can run between wickets to score runs.</p> <p>Handball In this unit children will continue to develop their understanding of the attacking and defending principles of invasion games. In all game's activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In handball, children do this by maintaining possession and moving the ball towards goal to score. Children will develop their understanding of the importance of fair play.</p>

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RE curriculum overview

Autumn 1	Are all religions equal? Exploring the origins of various religions, the children will discover geographical and historical connections among them by investigating Sikh and Baha'i beliefs and practices.	Autumn 2	What makes some texts sacred? Building on enquiry about the place of scripture in Year 3, the children will look at different ways scriptures are used and what this shows about the value placed on them. They will experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively
Spring 1	Just how important are our beliefs? Finding out how people show commitment to their beliefs, the children will ask questions about why people choose to demonstrate the importance of their beliefs in certain ways	Spring 2	Who was Jesus really? The children will consider Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection
Summer 1	Why is the Bible the best-selling book of all time? Using historical skills and knowledge, the children will explore how the Christian Bible that exists today developed by finding out about how some Christians use their Bibles	Summer 2	Does the language of scripture matter? The children will explore the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today

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PSHE curriculum overview

<p>Autumn 1</p>	<p>Being Me in My World</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions 	<p>Autumn 2</p>	<p>Celebrating Difference</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different
<p>Spring 1</p>	<p>Dreams and Goals</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group 	<p>Spring 2</p>	<p>Healthy Me</p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that there are leaders and followers in groups • Know that they can take on different roles according to the situation • Know the facts about smoking and its effects on health • Know some of the reasons some people start to smoke • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people drink alcohol • Know ways to resist when people are putting pressure on them

	<p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 		<ul style="list-style-type: none"> • Know what they think is right and wrong <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know how to be assertive
<p>Summer 1</p>	<p><i>Relationships</i></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate 	<p>Summer 2</p>	<p><i>Changing Me</i></p> <p><i>Knowledge</i></p> <ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know some of the changes on the inside that happen during puberty (From Y3 plans) • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of different emotions <p><i>Social and Emotional Skills</i></p> <ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change

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