

Year 4 Curriculum

2019 – 2020

be the best you can be

The Discovery School



Year 4 Yearly Skills Overview (taught throughout the year)

| | Autumn 1 (1) | Autumn 2 (2) | Spring 1 (3) | Spring 2 (4) | Summer 1 (5) | Summer 2 (6) |
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| TOPIC | Raging Romans | | Wonderful World | | Anglo Saxons | |
| English | See English objective overviews for year 4 | | | | | |
| Maths | See Maths objectives and learning cycle for year 4 | | | | | |
| Science | <p><u>Working scientifically</u></p> <p>WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them</p> <p>WS2 setting up simple practical enquiries, comparative and fair tests</p> <p>WS3 making systematic and careful observations using notes and simple tables</p> <p>WS4 taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>WS6 recording findings</p> | <p><u>Sound</u></p> <p>S1 identify how sounds are made, associating some of them with something vibrating</p> <p>S2 recognise that vibrations from sounds travel through a medium to the ear</p> <p>S3 find patterns between the pitch of a sound and features of the object that produced it</p> <p>S4 find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>S5 recognise that sounds get fainter as the distance from the sound source increases.</p> | <p><u>Living things and their Habitats</u></p> <p>LH1 recognise that living things (including those in the locality) can be grouped in a variety of ways</p> <p>LH2 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>LH3 recognise that environments can change and that this can sometimes pose dangers to living things.</p> | <p><u>Animals including Humans</u></p> <p>AH1 describe the simple functions of the basic parts of the digestive system in humans</p> <p>AH2 identify the different types of teeth in humans and their simple functions</p> <p>AH3 construct and interpret a variety of food chains, identifying producers, predators and prey</p> | <p><u>States of Matter</u></p> <p>SM1 explore a variety of everyday materials and develop simple descriptions of the states of matter</p> <p>SM2 compare and group materials together, according to whether they are solids, liquids or gases</p> <p>SM3 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>SM4 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p><u>Electricity</u></p> <p>E1 identify common appliances that run on electricity</p> <p>E2 construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer</p> <p>E3 use their circuits to create simple devices</p> <p>E4 draw the circuit as a pictorial representation (not necessarily using conventional circuit symbols)</p> <p>E5 about precautions for working safely with electricity.</p> <p>E6 identify whether or not a lamp will light in a simple series circuit/</p> <p>E7 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp</p> |

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| | <p>using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>WS7 reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions</p> <p>WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes</p> <p>WS10 using straightforward scientific evidence to answer questions or to support their findings.</p> | | | | | <p>lights in a simple series circuit</p> <p>E8 recognise some common conductors and insulators, and associate metals with being good conductors.</p> | |
| <p>Art and Design</p> | <p>Drawing</p> <ul style="list-style-type: none"> - choose and experiment with various grades of pencil - make marks and | <p>Colour</p> <ul style="list-style-type: none"> - observe colour and apply correctly - colour mixing and matching using tint, | <p>Texture</p> <ul style="list-style-type: none"> - match the tool to the material - use a wider variety of stitches and needles | <p>Form</p> <ul style="list-style-type: none"> - shape, form, model and construct malleable and rigid materials - show understanding of different methods of | <p>Printing</p> <ul style="list-style-type: none"> - plan and develop any construction work - discuss own work and work of other sculptors - use sketchbook to | <p>Pattern</p> <ul style="list-style-type: none"> - continue to make patterns on a range of surfaces - further explore environmental and | <p>Exploring and developing ideas</p> <ul style="list-style-type: none"> - compare ideas, methods and approaches in their own and other's work and say what they feel and |

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| | <p>lines with a wide range of drawing implements</p> <ul style="list-style-type: none"> - apply tone to drawing using grades of pencils and other tools - apply a simple use of pattern and texture in a drawing - begin to show an awareness that objects have a third dimension | <p>tone and shade</p> <ul style="list-style-type: none"> - choose suitable equipment for a task - mix and use tints and shades | <ul style="list-style-type: none"> - join materials adequately and construct simple bases to extend and model other shapes - use textural art to create mood, feeling and movement - create surface patterns and textures in malleable materials | <p>construction</p> <ul style="list-style-type: none"> - create printing blocks using a relief or impressed method | <p>record ideas of textures and patterns</p> <ul style="list-style-type: none"> - interpret environmental and manmade patterns - modify and adapt print - print with two overlays | <p>manmade patterns</p> <ul style="list-style-type: none"> - experiment with tessellation | <p>think about it</p> <ul style="list-style-type: none"> - identify what they might change in their current work - use a sketchbook to collect and record visual information from different sources with annotations - question and make thoughtful observations about starting points and select ideas to use in their own work - explore the work of artists, craftspeople and designers from different times and cultures (ARTIST STUDY) | |
| <p>Computing</p> | <p>Using technology</p> <p>To continue to develop typing speed and accuracy to develop competency in typing.</p> <p>To understand the purpose of and use independently a range of different</p> | <p>Using the Internet and e-safety</p> <p>To be able to come up with key search terms to use in a search engine based on a question. E.g. What did the Victorians eat?</p> <p>To understand the dynamics of a search engine and know</p> | <p>Communicating and collaborating online</p> <p>To understand some web 2.0 tools that can be worked on collaboratively e.g. shared documents.</p> <p>To use the web 2.0 tools to work collaboratively on a project (e.g. sharing comparative data,</p> | <p>Creating and publishing</p> <p>To create a website, giving thought to its audience and including links, images and embedded media and documents.</p> <p>To understand that evaluation and improvement is a vital part of a design process and ICT</p> | <p>Digital media</p> <p>To know that sound can be recorded using ICT and can be stored and played back.</p> <p>To be able to independently use a range of tools to record sound, choosing appropriate tools for</p> | <p>Storing, retrieving and using data</p> <p>To use technology, including spreadsheets, to create graphs and present data in different ways.</p> <p>To be able to design and create a basic database, including using basic data validation.</p> | <p>Programming and control</p> <p>To continue to develop their understanding of how computer and technology works and how computers process instructions and commands.</p> <p>To be able to design, write and debug</p> | <p>Modelling and simulations</p> <p>To understand that CT allows for situations to be modelled, or those which it would be impractical to try out in real life and investigate the effect of changing variables in these simulations.</p> <p>To use software to model 3D objects</p> |

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| <p>technology.</p> <p>To be able to make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.</p> <p>To be able to make informed choices about the most appropriate piece of software to use to serve a purpose</p> | <p>that there are different search engines (some within specific sites e.g. BBC, and some the whole of the Internet e.g. Google, Yahoo!igans, Ask Jeeves).</p> <p>To understand that media on the web can be owned by individuals.</p> <p>To be able to skim read for information to check its relevance and modify their search strategies if necessary</p> <p>To understand that the information they use needs to be appropriate for the audience they are writing for e.g. copying and pasting difficult language or including a glossary of terms.</p> <p>To be able to evaluate different</p> | <p>creating a story).</p> <p>To understand how e-mails work and be able to send an e-mail, including choosing a suitable subject and entering addresses in the 'to', 'cc' and 'bcc' fields.</p> <p>To share and exchange ideas using e-mail and electronic communication. (Inside the school environment)</p> | <p>allows changes to be made quickly and efficiently</p> <p>To be able to use layering in desktop publishing software.</p> <p>To be able to create a link between text boxes.</p> <p>To be able to use ruler guide to help layout a document.</p> | <p>the situation and purpose.</p> <p>To use a range of programs to sequence sound samples, giving consideration to the audience and purpose.</p> <p>To create basic stop motion animations using technology.</p> <p>To independently record video using a range of devices and for a range of purposes.</p> <p>To use technology to create images and apply effects to these images.</p> <p>To use technology to edit video, applying basic effects and transitions.</p> <p>To independently take photographs taking into account the audience and/or purpose for the image.</p> | <p>To use a database to answer questions by constructing queries.</p> <p>programs that accomplish specific goals</p> <p>To be able to design, write and debug programs that control or simulate physical systems.</p> <p>To be able to solve problems by decomposing them into smaller parts</p> <p>To be able to use sequence and selection in programs.</p> <p>To be able to work with variables and various forms of input and output</p> <p>To be able to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> | <p>made up of cuboids</p> |
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| | | <p>search engines and explain their choices for using these for different purposes.</p> <p>To begin to recognise that anyone can author on the Internet and sometimes authors on the Internet can produce content which is offensive, rude and upsetting and to follow school rules if anything is found.</p> | | | | | | | |
| Design and Technology | <u>Design</u> | | <u>Make</u> | | <u>Evaluate</u> | | <u>Technical Knowledge</u> | <u>Cooking and Nutrition</u> | |
| | Generating, developing, modelling and communicating | Understanding contexts, users and purpose | Practical skills and techniques | Planning | Existing products | Own products and ideas | Making products work | Food preparation, cooking and nutrition | Where food comes from |
| Coverage: | Share and clarify ideas through discussion. Model ideas using prototypes and pattern pieces. Use computer aided design. Generate realistic ideas focusing on | Works confidently within a range of contexts such as home, school, culture, leisure, enterprise, industry and the wider environment. Describe the purpose of their product. Indicate the | Use a wider range of materials and components including construction materials and kits, textiles (Y3), food ingredients, mechanical components and electrical components (Y4) Measure, mark | Select tools and equipment suitable to the task and explain their choices in relation to the skills. Select from a range of materials and components and explain their choices in | Throughout KS2 pupils should investigate and analyse: How well products have been designed How well products | Identify strengths and areas for development in their ideas and products Consider views of others, including the intended user to improve | That mechanical and electrical systems have an input, process and output How pneumatic systems create movement How simple electrical circuits can be used to create functional products | That a healthy diet is made up from variety and balance of different food and drink as depicted in the eat well plate That to be active and healthy food and drink are needed to provide energy for the body How to prepare and cook a savoury dish safely and hygienically | That food is grown (tomatoes and potatoes) reared (pigs and chickens) and caught (fish) in the UK, Europe and wider world That a recipe can be adapted by adding or substituting one or more ingredients |

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| <p>Cooking</p> | <p>needs of user. Use cross sectional drawings to communicate ideas</p> | <p>design features of their product that will appeal to the intended user Explain how particular parts of their product will work. Gather information about the needs and wants of particular groups Develop and use own design criteria</p> | <p>out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy Use finishing techniques, including those from Art and Design with some accuracy</p> | <p>relation to functional properties and aesthetic qualities. Order the main stages of making</p> | <p>have been made Why materials have been chosen What methods of construction have been used How well products work How well products achieve their purpose How well products meet users wants and needs Who designed and made products Where products were designed and made When products were designed and made Whether products can be recycled</p> | <p>their work Refer to their design criteria as they design and make Use their design criteria to evaluate their completed product</p> | <p>How to programme a computer to control their products</p> | <p>using a heat source How to use the techniques slicing and grating</p> | |
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| | | | | or reused | | | |
| Geography | <p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> * Locate the worlds' countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. *Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. | <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> * Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. | <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> *Types of settlements in modern Britain: villages, towns, cities | <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied *Learn the eight points of a compass, and four-figure grid references. *Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | |
| History | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> - Uses words and phrases: century, decade, BC, AD, after, before, during. - Plots the periods being studied on a timeline that also shows more recent key events - Names and places dates of significant events on a timeline, updating it throughout the topic. | <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> - Shows knowledge and understanding by describing features of past societies and periods. - Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. - Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. - Describes how some of the past events/people affect life today. | <p><u>Interpretation</u></p> <ul style="list-style-type: none"> - Gives reasons why there may be different accounts of history. | <p><u>Enquiry</u></p> <ul style="list-style-type: none"> -Understands the difference between primary and secondary sources of evidence. - Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. - Asks questions such as 'what was it like for a during?' | <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> - Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. - Discusses most appropriate ways to present information, realising that it is for an audience - Uses subject specific words such as monarch, settlement, or invader. | | |

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| <p style="text-align: center;">History Coverage</p> | <p><u>Anglo Saxons and Scots</u></p> <ul style="list-style-type: none"> - Scots invasions from Ireland to the North (now Scotland) - Anglo Saxon invasions - Anglo Saxon settlements and kingdoms (place names and village life) - Example Key questions: - Why did the Saxons come to England? - How did the Anglo Saxons live? - Why was a ship on dry land? (Sutton Hoo) <p><u>Roman Britain</u></p> <ul style="list-style-type: none"> - Julius Caesar attempts to invade 55 – 54 BC - The power of the Roman army AD42 - British Resistance e.g. Boudicca - The Romanisation of Britain e.g. Colchester, Bath or Caerwent. Study the impact of the Romans on technology (underfloor heating, roads, viaducts) and art (Mosaics) - Example key questions: How were the Romans so powerful? Why did a queen rebel against the Romans? What have we learnt from the Romans? | | | | | |
| <p style="text-align: center;">Music</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. Compose music that combines several layers of sound. Awareness of the effect of</p> | <p>Listen with attention to detail and recall sounds with increasing aural memory. To notice, analyse and explore the way sounds can be combined and used expressively.</p> | <p>Use and understand staff and other musical notations. Learn to read music during recorder lessons. Use Staff and musical notation when composing work.</p> | <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Begin to recognise and</p> | <p>Develop an understanding of the history of music. Understand that the sense of occasion affects the performance. Combine sounds expressively</p> |

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| | <p>Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p> | <p>several layers of sound. compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect.</p> | <p>To comment on musicians use of technique to create effect.</p> | <p>Know how many beats in a minim, crotchet and semibreve and I recognise their symbols. Know the symbol for a rest in music, and use silence for effect in my music</p> | <p>identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.</p> | | | |
| <p>Physical Education</p> | <p>Games: Can be taught through: Hockey, Tag Rugby, Tri-Golf, Tennis, Football, Handball, Kwik Cricket, Rounders.</p> <p>Change the pace, length and direction, when</p> | <p>Tactics: Can be taught within games lessons.</p> <p>Use a variety of tactics to attack and keep possession and score.</p> | <p>Gymnastics</p> <p>Perform a range of gymnastic actions with increased consistency and fluency.</p> <p>Combine actions and show clarity of shape, control and balance in longer</p> | <p>Athletics: Can also be taught during multi-skills lessons</p> <p>Show some control when using a range of basic running, jumping and throwing actions, knowing when it's appropriate to change their</p> | <p>Dance</p> <p>Perform movement patterns with increased consistency and fluency.</p> <p>Combine actions and show clarity of shape, control and balance in longer</p> | <p>Feedback: Can be taught within games, athletics, dance and gymnastic lessons.</p> <p>Describe their own and others' work, identify good performances and suggest ideas on</p> | <p>Outdoor and adventurous activities</p> <p>Find appropriate solutions to problems and challenges.</p> <p>Develop orienteering and</p> | <p>Swimming</p> <p>N/A</p> |

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| | <p>throwing, striking or kicking a ball to outwit an opponent.</p> <p>Choose and use a range of ball skills with consistent accuracy.</p> <p>Appreciate that rules need to be consistent and fair.</p> | | <p>sequences alone or in a partners.</p> <p>Understand how strength and suppleness can improve gymnastic performance.</p> | <p>technique.</p> <p>Perform a range of jumps showing contrasting techniques.</p> <p>Throw with some accuracy and power into a target area.</p> <p>Work in groups cooperatively, to use different techniques, speeds and effort to meet challenges.</p> | <p>sequences alone or in a partners.</p> | <p>how to improve.</p> <p>Understand how different activities affect their health and fitness, and how it affects their heart rate, breathing and temperature.</p> | <p>problem-solving skills when working in groups and on their own.</p> <p>Identify and respond to events as they happen and improve their performance by changing or adapting their approaches as needed.</p> <p>Conserve their efforts and keep their concentration during tasks.</p> <p>Work cooperatively to put strategies into action.</p> <p>Prepare physically for activities and keeping safe.</p> | |
| <p>Religious Education</p> | <p>Comment on connections between questions, beliefs, values and practices; describe the impact of beliefs and practices on individuals, groups and communities ; describe similarities and differences within and between religions and beliefs; gather, select, and organise ideas about religion and belief; describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions; show understanding of the ways of belonging to religions and what these involve; show using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language; ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers; ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied; ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues; suggest answers to some questions raised by the study of religions and beliefs; suggest meanings for a range of forms of religious expression, using appropriate vocabulary.</p> | | | | | | | |

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| PHSE | See PSHE objective overviews for year 4 | | | | |
| French Coverage | <p>Children should be taught:</p> <ul style="list-style-type: none"> Parts of the body Adjectives Asking for French translation Zoo animals Letters of the alphabet-vowels Verb-être Quantifiers- assez, très, un peu Christmas-snowman theme Phrases for playing a game Expressions: oh là là, j'aime ça Receptive vocabulary from song Family members-asking and answering questions Possessive adjectives- mon, ma Story vocabulary Pets Verb-avoir (j'ai, je n'ai pas) Connectives-et, aussi Easter theme Dictionary skills Playground song Hobbies Opinion phrases- Tu aimes...? J'aime, je n'aime pas, j'adore Numbers to 31 Weather expressions Clothes <p>Recap: colours</p> | | | | |
| French | Listening and responding | Speaking | Reading and responding | Writing | Inter-cultural skills |
| | Can they understand a range of familiar spoken phrases? | Can they answer simple questions and give basic information? | Can they understand and read out familiar written phrases? | Can they write one or two short sentences to a model and fill in the words on a simple form? | <p>Can they appreciate similarities between English and French nursery rhymes?</p> <p>Can they compare traditional stories?</p> |
| | <p>Can they recognise some letters of the alphabet?</p> <p>Can they listen to and follow a</p> | <p>Can they conduct a short interview or survey using</p> | <p>Can they recognise positive and negative statements in English</p> | <p>Can they write individual words or short sentences in French?</p> | <p>Do they know a traditional French</p> |

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| <p>short story using visual clues? Can they listen for specific words and phrases? Can they listen for a specific sound in a song? Can they listen for rhyming words?</p> | <p>questions and answers? Can they recite a short poem or rhyme? Can they memorise and present 2 sentences? Can they present a short role play? Can they join in singing a French song? Can they play a game, communicating in French? Can they say 6 vowel sounds in French? Do they understand that the final consonant is rarely pronounced? Can they pronounce some words accurately? Can they ask how to say something in French?</p> | <p>and French? Can they identify specific vocabulary in a longer text? Can they recognise nouns and verbs in French? Do they understand that all nouns have a gender? Can they identify adjectives in a text and recognise that they can change spellings? Can they identify rhyming words in short texts? Can they follow a text as it is read aloud? Can they join in reading a French story? Can they read and understand a paragraph with familiar vocabulary and structures? Can they familiarise themselves with the layout of a dictionary? Can they sort words into alphabetical order?</p> | <p>Can they write some words from memory? Do they understand simple rules for converting singular to plural?</p> | <p>game and song? Do they know about some Easter traditions in France? Do they know the names of some major airports and ports in France and understand different ways of travelling abroad?</p> |
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