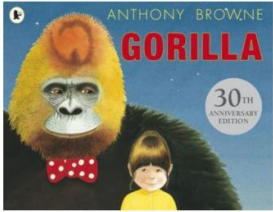
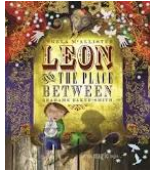
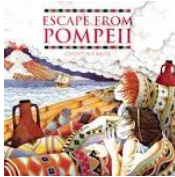
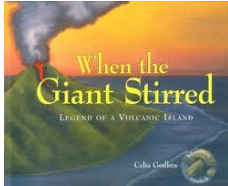
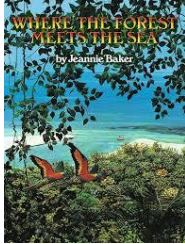
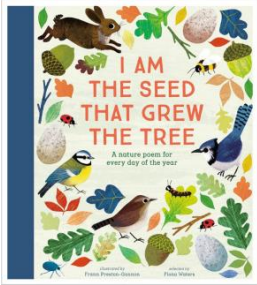




St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English Focus text	 Gorilla Narrative	 Leon and the Place Between Diary	 Escape from Pompeii Historical Narrative	 When the Giant Stirred Adventure Story	 Where the Forest meets the Sea Non-chronological report	 Blue John Explanation / Letter
	 I am the Seed that Grew a Tree Poetry					

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Guided reading	 Different Text forms	 Geography: Europe	 Classic Fiction	 Myths and Legends	 Science: Habitats	 Different types of Story
Enquiry question	How do rivers shape the land and lives of people? 	How did the Ancient Greeks influence us today? 	What did the Romans do for Britain? 	How do natural disasters occur? 	Why do we need to save the rainforest? 	Why is the Amazon important? 
Maths	Place value to 10, 000 Numberlines and rounding Roman Numerals Addition and Subtraction of 4 digit numbers	Measuring area by counting squares Times Tables to 12 x 12 Multiply and divide by 0 and 1 Multiply 3 numbers	Factors Multiply and divide by 10 and 100 Multiply and divide TU/HTU Perimeter of rectangles and other polygons	Comparing and ordering fractions Mixed Numbers Add and Subtract Fractions Equivalent fractions 10th and 100ths as fractions Dividing by 10/100	Compare and order decimals Adding to 1 whole Rounding Money as decimals Problem solving with money Time	Angles Properties of shapes Triangles and Quadrilaterals Charts and Line graphs Co-ordinates
RE	What does it mean to be called by God?	What do different religions have to say about world poverty?	How do people worship?	How does Jesus change lives?	What values do you consider to be important?	How can I make a difference in the world?
Key Christian themes	Consider what it means to be called by God Consider the responses people have made in the past and still do today when they hear a call from God	Give pupils an opportunity to think about the world in which they live and to discuss what changes, if any, need to be made in order to make it a better place. Give pupils an opportunity to think about the ways in which they can make a	Explore features of the church which are important for worship	Deepen children's insight into the impact Jesus had/has on people's lives. Explain why & how people lives changed when they met Jesus.	Explore the Story of David and his strengths and qualities. Read the Psalms and use them to discover more	Archbishops Young Leaders' Award

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

		difference and make the world a better place		Describe how Christians live their lives as disciples and choose to follow Jesus.	about the nature of God. Identify the values that the pupils consider to be particularly important.	
Comparing to Judaism, Islam, Humanism and other worldviews	Identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet. Recall at least 3 key facts about the story of the 'Night of Power'	Describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other Understand there is no single way to be happy as humans are all different and you should be free to pursue what makes you happy as long as this causes no harm.	Reflect on why and how Jews worship. Explain key features in a synagogue. Describe 3 ways Muslim worship shows devotion to Allah referring to life at home & in the Mosque. Analyse how the main features of a mosque explain Muslim key beliefs.	Explain the importance of the Covenant for Jews	Explore David as King of the Jews, Recognise the symbol of the Star of David	Describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other
Science	Electricity Where does electricity come from and what is it used for? 	Animals, including humans What happens to food when we eat it? 	Sound How do we hear sounds? 	Sound How can sounds be changed? 	States of matter How many states of matter are there? 	Living things and their habitats Is it helpful to group living things? 
Scientists	Benjamin Franklin Eric Bystrup	Pierre Fauchard Zhaoming Liu	Alexander Graham Bell	Jaap Haartsen	Anders Celsius Heston Blumenthal	Carl Linnaeus Vanessa Nakate

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Substantive Knowledge	Know where electricity comes from and how it is used. Identify common appliances that run on electricity. Know how to construct a simple series circuit, identifying and naming its basic parts, including a cell, wire, bulb, bulb holder. Identify whether 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 Know that a switch opens and closes a circuit Recognise some common conductors and insulators, and associate metals with being good conductor	Know the different types of teeth in humans (incisor, canine, molar, pre-molar) and their simple functions Know the types of teeth (incisor, canine, molar, pre-molar) in different animals (carnivore, herbivore, omnivore) and their simple functions. Know the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, and small and large intestine) Know how to construct and interpret a variety of food chains, identifying producers, predators and prey	Know that sounds are caused by vibrations which travel as waves through solids, liquids or gases Know that the volume of sound depends on the strength (size) of vibrations. Stronger vibrations make louder sounds. Weak vibrations make quieter sounds Know that sounds decrease in volume as they get further from the sound source because vibrations decrease as they travel through the medium	Know that some materials absorb sound well e.g. materials with air/space in them as sound vibrations cannot move as quickly or easily through it Know that different objects produce sounds of different pitches - some objects make higher sounds, and some objects make lower sounds. When vibrations are quick, they produce high sounds and when vibrations are slow, they produce low sounds	Know that everything that exists is called matter; mass is the amount of matter in an object. Know that all matter on earth exists in one of three states: solid, liquid or gas. Know that temperature has an effect on substances; heating substances causes them to melt and this is called the melting point. Know most liquids can be frozen to become solids. Know the four stages of the water cycle:	Know that animals can be grouped into vertebrate and invertebrate groups. Know that plants can be grouped into flowering and nonflowering groups Know the names of invertebrates and vertebrates that can be found in the school grounds. Know the purpose of a dichotomous keys Know that humans can have a negative impact on the planet; know that humans can act to protect the planet. Know that the planet is under threat from climate change due to deforestation, urbanisation, pollution etc.
Disciplinary Knowledge	Identify how science helps engineers improve the world around us. Sort devices according to whether they use mains or battery electricity.	Set up simple practical enquiries, comparatives and fair tests Collectively observe over time and draw conclusions	Make careful observations about how we see, hear and feel sound (vibrations). Set up a comparative test to identify how	Independently plan the method and create a results table for a comparative test. Carry out an experiment three times to increase reliability.	Group and classify a variety of different materials according to whether they are a solid, liquid or gas.	Use classification diagrams and careful observation to group living things according to their characteristics Use dichotomous keys to identify living things and

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Set up a simple, practical investigation - using all components to light a bulb Set up a comparative test to identify which materials make good electrical conductors and which make good electrical insulators. Use these results to draw simple conclusions, make links and identify patterns.	Make a judgement about an animal's diet by looking at its teeth. Create a model of the stomach Set up a simple practical enquiry Make systematic and careful observations Sort living things according to their role in a food chain and then according to their habitat.	the strength of vibrations affect the volume of a sound. Use these results to draw simple conclusions, make links and identify patterns Make systematic and careful measurements with a data logger. Conduct a fair test with control variables	Use scientific language about pitch and sound waves to explain how to change the pitch of a sound. Draw conclusions about what affects the pitch of a sound. Find patterns between the pitch of a sound and features of the object that produced it	Set up simple comparative and fair tests - explore the effect of temperature on some substances by investigating the temperature at which a range of solids change state and become liquids Report on findings from enquiries in the form of a written conclusion Create a model of the water cycle to understand how condensation forms	draw conclusions about what they are. Identify from observation and reading how environments change over time. Produce a guide book to inform people about the local area and threats it faces Devise a plan of action to protect living things
History	Ancient Greece Understand and articulate life during the time of Ancient Greece, its influence on the western world and how its legacy can be seen today through culture, art and society.		The Romans Develop knowledge of the Roman Empire and its impact on Britain, including significant events and people from the time and how these shaped future Britain	The Romans Continue to develop knowledge of the Roman Empire through a visit to Chester and an understanding of impact of the natural disaster at Vesuvius.		
History Skills	Develop chronologically secure knowledge of time periods, individuals and events building on chronology knowledge from KS1 and Year 3. Begin to understand the difference between British, local and world history. Establish a clear narrative within a period of study. Ask questions about change, cause, similarity, difference and significance. Understand how knowledge of the past constructed from a range of sources of evidence					
Geography	What are rivers and how are they used? Identify water stores and processes in the water cycle.	Where does our Food come from? Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment.			Why are rainforests important to us? Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests.	

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.	Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.			Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.	
Art	Drawing/collage Greek Architecture. Study and discuss Ancient Greek architecture. Use sketchbooks to record observations and develop ideas. Draw architectural features accurately. Explore texture through collage materials.	Sculpture Magdalene Odundo Study and discuss the work of Magdalene Odundo and Ancient Greek pottery. Develop and annotate design ideas in sketchbooks. Use clay to create three-dimensional forms. Apply coiling, scoring and slipping techniques. Create decorative patterns and surface texture.	Drawing Kehinde Wiley Study and discuss the work of Kehinde Wiley and Roman portraiture. Use sketchbooks to develop observational drawings. Draw facial features and portraits with increasing accuracy.	Painting J.M.W. Turner Study and discuss the work of J.M.W. Turner. Use sketchbooks to develop painting ideas. Mix colours to create atmosphere and mood. Develop brushwork techniques to create movement and texture.	Collage Peter Cromer Study and discuss the work of Pete Cromer. Use sketchbooks to develop observational drawings and ideas. Simplify forms into shapes for collage design. Explore colour, pattern and texture.	Printing Henri Rousseau. Study and discuss the work of Henri Rousseau. Use sketchbooks to develop print designs from observation. Explore a range of printing techniques. Create texture and pattern through printing. Use layering to create depth and composition.

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Combine drawing and collage techniques. Create a historically inspired architectural artwork. Evaluate and explain artistic choices using art vocabulary.	Construct and refine a ceramic sculpture. Evaluate and explain artistic choices using art vocabulary.	Use proportion in portrait drawing. Apply shading and tonal techniques. Add detail and pattern to communicate identity and status. Evaluate and explain artistic choices using art vocabulary.	Layer paint to create depth and contrast. Create a landscape painting inspired by a natural disaster. Evaluate and explain artistic choices using art vocabulary.	Create depth through layering and overlapping. Produce a collage inspired by rainforest wildlife. Evaluate and explain artistic choices using art vocabulary.	Produce a rainforest artwork inspired by a significant artist. Evaluate and explain artistic choices using art vocabulary.
						
DT	Structures Ancient Greek Temples	Electrical Systems Light Up Circus Tent	Textiles Roman Sandals			
	Develop ideas through the analysis of Temple ruins and use annotated sketches and prototypes to model and communicate ideas. Use finishing techniques suitable for a Greek Temple Test and evaluate products against design criteria and historical knowledge Develop and use knowledge of how to construct strong, stiff shell structures.	Generate, develop, model and communicate realistic ideas through discussion and annotated sketches, cross-sectional diagrams for a circus tent Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Understand and use electrical systems in products, such as series circuits incorporating switches, bulbs and buzzers	Produce annotated sketches, prototypes, final product sketches and pattern pieces. Plan the main stages of making. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.			

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Develop and use knowledge of nets of cubes and cuboids	Connect simple electrical components and a battery in a series circuit to light up their tent	Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together.			
PE	Gymnastics Movement/Balances	Dance	Invasion: Hockey	OAA: communication tactics	Invasion: Basketball	Cricket
	Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps, leaps and rolls Choose effective linking moves to create sequences of movement. Compare performances with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a movement sequence. Create shapes and three and four-point balances Work with a partner to create shapes within a gymnastics routine. Use shape, balance and movement to tell a story. Work with a partner to create and perform three and four-point balances and counterbalances.	Perform dances using a range of movement patterns in the context of choreographing dances inspired by animals. Show precision and control Vary the dynamics of a dance Demonstrate rhythm in a longer dance sequence Use a range of dance vocabulary to describe and improve work.	Pass and receive the ball in hockey. Dribble with the ball in hockey, including learning an Indian dribble. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of dribbling in hockey. Know how to tackle an opponent. Aim for a target.	Take part in outdoor and adventurous activity challenges, both individually and within a team. Work with others, developing problem-solving skills. Communicate effectively with others to complete challenges. Take part in an orienteering exercise Demonstrate different sporting values and qualities.	Dribble with a basketball Use a range of techniques to pass a basketball successfully. Develop flexibility, strength, technique, control and balance in the context of pivoting and footwork in basketball. Use strategies to keep possession of the ball. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Accurately bowl a ball underarm. Catch a ball safely using different techniques depending on its speed, height and direction Grip a cricket bat and perform a batting stance correctly. Perform an effective forward defensive stroke Run between the wickets correctly to score runs. Apply learned batting, bowling and fielding skills in a cricket game scenario

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Swimming	Swimming	Health and Fitness: Circuits	Net/Wall: Tennis	Athletics: Throwing and jumping	Athletics: Running
			Understand the effects of aerobic and anaerobic exercise on the body Recognise the benefits of exercise on the upper and lower body compare performances with previous ones and demonstrate improvement to achieve their personal best in the context of setting personal targets for different circuit training exercises	Understand and practise some of the fundamental skills of tennis. Hit a ball with accuracy using the forehand and backhand technique. Be able to perform an overhead tennis serve. Develop a volley for use in a tennis mini-game. Apply learnt skills in a variety of tennis minigames.	Use and apply existing running, jumping and throwing skills. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement to achieve a personal best. Compete in a combined athletics event, aiming to achieve a personal best.	
MFL	Welcome to school	My town, Your Town	Alien Faces and Family	Moving our Bodies	Jungle Animals	Summertime
	Asking and responding to questions about themselves Responding to classroom instructions Revisiting and reading number words to 20 Revisiting months of the year Revisiting days of the week Writing names for rooms in a school	Fireworks Revisit and recall colours Write a poem about fireworks using colours Classroom commands Practise classroom instructions Practise writing useful commands Places in town Explore what shopping is like in Spain and similarities and differences between here and Spain Practise asking where something is	Epiphany Find out about Epiphany in Spain Family members Learn the nouns for family members Record personal information about a family member Faces Learn the nouns for parts of the face	Body parts Revisit parts of the face Learn nouns for body parts Alien descriptions Learn to use adjectives to describe body parts Gain an understanding of how to form plural nouns and adjectives including some irregular endings. Create own alien and write a description	Jungle animals Singular nouns for some jungle animals Walking through the jungle Revisit colours Familiar and unfamiliar adjectives to describe animals Follow and understand a simple story	Weather Ask, "What is the weather like?" Learn weather phrases. Describe the weather in different parts of Spain. Ice Creams Learn the names of ice cream flavours. Conduct a class survey about favourite ice cream flavours.

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Saying and writing nouns for classroom objects	Respond with the structure 'Here is...' Recognise the names of places in a town written down	Learn the plural for parts of the face nouns. Write simple sentences to describe an alien's face.	Yoga Learn commands to use with body parts Create own yoga routines using verbs and body parts	Sequence and join in with retelling a story Write simple sentences in Spanish, using nouns, adjectives and the conjunction "and".	Express likes and dislikes of ice cream flavours. Create a role-play dialogue at the ice cream van.
Music	Instruments - KEYBOARDS		Creating Mood		World Music / Composition	
	What is the pentatonic scale? Explore creating a heptatonic melody and a pentatonic melody - link to learning about Ancient Greece Explore Pentatonic Scales on a keyboard Listen to and compare extracts of music based on the pentatonic scale. Improvise and create short pentatonic patterns over an accompaniment Capture creative ideas using graphic symbols and rhythm notation.		Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Listen to and analyse four pieces of music inspired by colour. Compose and structure music inspired by Kandinsky's paintings. Create a music suite recorded and played into a film with their Kandinsky paintings as the images. (link to art)		'How Does Music Shape Our World?'. The social question evolves as the children move through the lessons while encouraging children to be responsible and kind citizens of the world. Through the creation of a rainforest soundscape, pupils explore how composers use musical elements to create mood, atmosphere and narrative. Pupils select, combine and refine sounds to represent a journey through the rainforest, developing skills in composition, performance, listening and evaluation while working collaboratively to communicate a musical idea.	
Computing	Repetition in Games	Creating Media - Audio Production	Programming - Repetition in Shapes	Data Logging - Micro: Bits	Photo Editing	Repetition in Games
	To develop the use of count-controlled loops in a different programming environment. To explain that in programming there are infinite loops and count-controlled loops. To develop a design that includes two or more loops which run at the same time. To modify an infinite loop in a given program. To design a project that includes repetition. To create a project that includes repetition.	To identify that sound can be recorded. To explain that audio recordings can be edited. To recognise the different parts of creating a podcast project. To apply audio editing skills independently. To combine audio to enhance my podcast project. To evaluate the effective use of audio.	To identify that accuracy in programming is important. To create a program in a text-based language. To explain what 'repeat' means. To modify a count-controlled loop to produce a given outcome. To decompose a task into small steps. To create a program that uses count-controlled loops to	To explain that data gathered over time can be used to answer questions. To use a digital device to collect data automatically. To explain that a data logger collects 'data points' from sensors over time. To recognise how a computer can help us analyse data. To identify the data needed to answer questions. To use data from sensors to answer questions.	To explain that the composition of digital images can be changed. To explain that colours can be changed in digital images. To explain how cloning can be used in photo editing. To explain that images can be combined. To combine images for a purpose. To evaluate how changes can improve an image.	To develop the use of count-controlled loops in a different programming environment. To explain that in programming there are infinite loops and count-controlled loops. To develop a design that includes two or more loops which run at the same time. To modify an infinite loop in a given program To design a project that includes repetition. To create a project that includes repetition.

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad's CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

			produce a given outcome.			
PSHE	Keeping/Staying safe - Cycle safety Being responsible - coming home on time Feelings and emotions - Jealousy		Keeping and staying healthy - healthy living Growing and changing - relationships Computer safety - online bullying		A world without judgement - breaking down barriers The working world - chores at home First Aid - Year 4	
	Cycle Safety - • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe Coming Home on Time - • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible Jealousy - • identify and name difficult emotions, such as jealousy, and describe some physical signs they may experience • understand that difficult emotions are a normal part of life and distinguish between helpful and unhelpful ways of expressing them • learn and practise strategies to manage challenging emotions in positive ways • explain that emotions can be communicated through words, actions and body language		Healthy Living - • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle Relationships - • recognise the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable Online Bullying - • recognise the key values that are important in positive online relationships • explain the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online		Breaking Down Barriers - • recognise positive attributes in others • explain why being different is okay • explore your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality Chores at Home - • recognise ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles First Aid Year 4 - • identify and name situations that may require first aid • list reasons why someone may struggle to breathe • recognise the signs of an asthma attack or choking • identify the signs of an allergic reaction and anaphylactic shock • understand the correct steps for seeking immediate emergency help • provide first aid treatment to someone who is struggling to breathe	

Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice



St Chad’s CE School Year 4 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

		• identify how and who to ask for help	
--	--	--	--