



Termly Curriculum Overview: Spring		Year: 4
Subject	Topic and content	NC Coverage
<b>History</b>	<b>Anglo-Saxons, Picts and Scots</b> Who were the Anglo-Saxons and where did they come from? Who were the Picts and Scots and where did they live? What was everyday life like for Anglo-Saxons living in Britain? What was Anglo-Saxon culture like? How did Christianity spread across Britain?	Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne. Anglo-Saxon laws and justice.
<b>Geography</b>	<b>Volcanoes</b> What is a volcano and where in the world are they? What happens when a volcano erupts? What are the features of a volcano? What is a tectonic plate? How do the lives of people who live in volcanic areas compare to those who don't?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
<b>Science</b>	<b>Environments</b>          <b>Eating and digestion</b>	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.  Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.
<b>Art</b>	<b>Sculpture and 3D: Mega materials</b>	Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.
<b>Design Technology</b>	<b>Textiles: Fastenings</b>       <b>Food: Adapting a recipe</b>	Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.  Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.
<b>Music</b>	<b>Developing pulse and groove through improvisation- how does music improve our World?</b>	This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

	<p><b>Creating simple melodies together- how does music teach us about community?</b></p>	<p>This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p>
RE	<p><b>Buddhism</b> Could the Buddha's teachings make the world a better place?</p> <p><b>Christianity</b> Is forgiveness always possible for Christians?</p>	<p>I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p> <p>I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.</p>
PSHE	<p><b>Dreams and goals</b></p> <p><b>Healthy me</b></p>	<p>I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p>
ICT	<p><b>Spreadsheets</b> To explore how the numbers entered into cells can be set to either currency or decimal. To explore the use of the display of decimal places. To find out how to add formulae to a cell. To explore how tools can be combined to use 2Calculate to make number games. To explore the use of the timer, random number and spin button tools.. To use the line graphing tool in 2Calculate with appropriate data. To interpret a line graph to estimate values between data readings. To use the currency formatting tool in 2Calculate. To use 2Calculate to create a model of a real-life situation. To use the functions of allocating value to images in 2Calculate to make a resource to teach place value.</p> <p><b>Writing for Different Audiences</b></p>	<ul style="list-style-type: none"> <li>• Children can use the number formatting tools within 2Calculate to appropriately format numbers.</li> <li>• Children can add a formula to a cell to automatically make a calculation in that cell.</li> <li>• Children can use the timer, random number and spin button tools.</li> <li>• Children can combine tools to make fun ways to explore number.</li> <li>• Children can use a series of data in a spreadsheet to create a line graph.</li> <li>• Children can use a line graph to find out when the temperature in the playground will reach 20°C.</li> <li>• Children can make practical use of a spreadsheet to help them plan actions.</li> <li>• Children can use the currency formatting in 2Calculate.</li> <li>• Children can allocate values to images and use these to explore place value.</li> <li>• Children can use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept.</li> <li>• Children can look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text.</li> <li>• Children can use text formatting to make a piece of writing fit for its audience and purpose.</li> </ul> <p>Children can role-play the job of a journalist in a newsroom.</p> <ul style="list-style-type: none"> <li>• Children can interpret a variety of incoming communications and use these to build up the details of a story.</li> </ul>

	<p>To explore how font size and style can affect the impact of a text.          To use a simulated scenario to produce a news report.          To use a simulated scenario to write for a community campaign.</p>	<ul style="list-style-type: none"> <li>• Children can use the incoming information to write their own newspaper report.</li> <li>• Children can use 2Connect to mind-map ideas for a community campaign.</li> <li>• Children can use these ideas to write a persuasive letter or poster as part of the campaign.</li> <li>• Children can assess their texts using criteria to judge their suitability for the intended audience.</li> </ul>
<p><b>Spanish</b></p>	<p><b>Habitats</b>          In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Tell somebody in Spanish the key elements animals and plants need to survive in their habitat.</li> <li>• Tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>• Tell somebody in Spanish which animals live in these different habitats.</li> <li>• Tell somebody in Spanish which plants live in these different habitats</li> </ul> <p><b>At the Café</b>          In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Order from a selection of foods from a Spanish menu.</li> <li>• Order from a selection of drinks from a Spanish menu.</li> <li>• Order a Spanish breakfast.</li> <li>• Order typical Spanish snacks. •</li> </ul> <p>Ask for the bill.</p> <ul style="list-style-type: none"> <li>• Remember how to say hello, goodbye, please and thank you.</li> </ul>	<p><b>Listening &amp; Comprehension</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>Speaking</b></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p><b>Reading &amp; Comprehension</b></p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>Writing</b></p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p>

		<p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
<p><b>PE</b></p>	<p><b>Dodgeball</b>  Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p> <p><b>Netball</b>  Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p><b>Golf</b>  Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

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