



Termly Curriculum Overview: Autumn		Year: 4
Subject	Topic and content	NC Coverage
History	<p>Indus Valley When did the Indus Valley exist and how did we know it existed? How did city planning improve settlements? Why was the invention of sanitation systems so important? Why were the Indus people so successful at trading? What technologies were invented during this period?</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>
Geography	<p>Countries of the World Can you locate countries in each of the seven continents? Can you compare the geographical features of countries? What are the major capital cities of the world? Can you identify human and physical features of a country? Can you find similarities and differences between two countries?</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
Science	<p>States of matter Solids, liquids, gases. Properties of gases. Heating and cooling. Measuring temperature. Evaporation and condensation. The water cycle.</p> <p>Circuits and conductors Investigate circuits and their components. Investigate mains and battery powered electricity. Conductors and insulators. Create switches to complete a circuit. Plan an experiment to alter the brightness of a bulb.</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases. 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p>
Art	<p>Drawing: Power Prints</p> <p>Painting and mixed media: Light and dark</p>	<p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p> <p>Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p>
Design Technology	<p>Mechanical systems: Making a slingshot car</p> <p>Electrical systems: Torches</p>	<p>Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.</p>

		Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.
Music	<p>Interesting time signatures- how music brings us together</p> <p>Combining elements to make music- how does music connect us with our past?</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> <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>Buddhism Is it possible for everyone to be happy?</p> <p>Christianity What is the most significant part of the Nativity Story for Christians today?</p>	<p>I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhartha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists.</p> <p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>
PSHE	<p>Being Me In My World</p> <p>Celebrating Difference</p>	<p>I can identify my goals for the year. Understand fears and worries about the future and know how to express them.</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are.</p>
ICT	<p>Online Safety To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.</p>	<ul style="list-style-type: none"> • Children know that security symbols such as a padlock protect their identity online. • Children know the meaning of the term 'phishing' and are aware of the existence of scam websites. • Children can explain what a digital footprint is and how it relates to identity theft. • Children can give examples of things that they would not want to be in their digital footprint • Children can identify possible risks of installing free and paid for software. • Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer. • Children know what a computer virus is. • Children can determine whether activities that they undertake online, infringe another's' copyright. They know the difference between researching and using information and copying it • Children know about citing sources that they have used. • Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. • Children can give reasons for limiting screen time. • Children can structure search queries to locate specific information. <p>Children have used search to answer a series of questions.</p>

	<p>Effective Searching To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable.</p> <p>Coding To review coding vocabulary and knowledge. To create a simple computer program To begin to understand selection in computer programming. To understand how an IF statement works. To understand how to use coordinates in computer programming. To understand the Repeat until command. To begin to understand selection in computer programming. To understand how an IF/ELSE statement works. To understand what a variable is in programming. To use a number variable. To review vocabulary and concepts learnt in Year 4 Coding. To create a playable game.</p>	<ul style="list-style-type: none"> • Children have written search questions for a friend to solve. • Children can analyse the contents of a web page for clues about the credibility of the information. • Children can explore different object types in 2Code. • Children can use a background and objects to create a scene. <ul style="list-style-type: none"> • Children can plan an algorithm for their scene and use 2Code to program it. • Children can create a program that includes an IF statement. • Children can interpret a flowchart that depicts an IF statement. • Children can make use of the X and Y properties of objects in their coding. <ul style="list-style-type: none"> • Children can create a program that includes an IF statement. • Children can read code that includes repeat until and IF/ ELSE and explain how it works. <ul style="list-style-type: none"> • Children can create a program that includes an IF/ ELSE statement. • Children can interpret a flowchart that depicts an IF/ ELSE statement. • Children can explain what a variable is in programming. <ul style="list-style-type: none"> • Children can create and use variables when programming. • Children can read code that includes repeat until and IF/ ELSE and explain how it works. <ul style="list-style-type: none"> • Children can create a program that includes and IF/ ELSE statement. • Children can interpret a flowchart that depicts an IF/ ELSE statement.
<p>Spanish</p>	<p>Presenting Myself Children will learn how to:</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. <p>My Family In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. <ul style="list-style-type: none"> • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives ‘mi’ and ‘mis’ in Spanish. 	<p>Listening & Comprehension</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>Speaking</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>

	<ul style="list-style-type: none"> • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<p>Reading & Comprehension</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>Writing</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>PE</p>	<p>Tag Rugby Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p> <p>Football Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</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"> • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Cross Country**Hockey**

Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.

Gymnastics

Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

Orienteering

Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group.

	Pupils learn to orientate and navigate using a map.	
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