



Termly Curriculum Overview: Summer		Year: 4
Subject	Topic and content	NC Coverage
<b>History</b>	<p><b>Mayans</b>                      How did the Mayan civilisation develop over time? How did the Maya organise society? What was the Mayan religion and what did they believe in? What was everyday life like for the Maya? Did the Maya develop successful writing systems?</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
<b>Geography</b>	<p><b>Earning a Living</b>                      Why are jobs important? Can you identify the main job sectors? What are the main industries in the UK? What is it like to work in a factory? How do people earn a living in other parts of the world? How can unemployment affect people?</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.                      Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<b>Science</b>	<p><b>Changing sound</b>                      Find out that sounds are made when objects and materials vibrate. Investigate whether sounds can travel through different materials. Explore the relationship between distance and volume. Find out that some materials are effective in preventing vibrations from sound sources reaching the ear. Investigate how sounds can be different pitches and volumes. Find out how the length, thickness and tightness of a string affects its pitch. Find out how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air.</p>	<p>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>
<b>Art</b>	<b>Craft and design: Fabric of nature</b>	
<b>Design Technology</b>	<p><b>Structure: Pavilions</b></p> <p><b>Digital world: Mindful moments timer</b></p>	<p>Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.</p> <p>Explore what is meant by mindfulness and write design criteria to fulfil a brief to develop a programmed product for timing a mindful moment.</p>
<b>Music</b>	<b>Connecting notes and feelings-how does music shape our way of life?</b>	<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</p>

	<p><b>Purpose, identity and expression in music- how does music connect us with the environment?</b></p>	<p>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><b>Buddhism</b> What is the best way for a Buddhist to lead a good life?</p> <p><b>Christianity</b> Do people need to go to church to show they are Christians?</p>	<p>I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p> <p>I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.</p>
PSHE	<p><b>Relationships</b></p> <p><b>Changing me</b></p>	<p>I can explain different points of view on an animal rights issue and express my own opinion and feelings on this.</p> <p>I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p>
ICT	<p><b>Logo</b> To learn the structure of the language of 2Logo. To input simple instructions in 2Logo. To use 2Logo to create letter shapes. To use the Repeat command in 2Logo to create shapes. To use and build procedures in 2Logo.</p> <p><b>Animation</b> To decide what makes a good, animated film or cartoon and discuss favourite animations. To learn how animations are created by hand. To find out how 2Animate animations can be created in a similar way using technology. To learn about onion skinning in animation. To add backgrounds and sounds to animations.</p>	<ul style="list-style-type: none"> <li>• Children know what the common instructions are in 2Logo and how to type them.</li> <li>• Children can follow simple 2Logo instructions to create shapes on paper.</li> <li>• Children can follow simple instructions to create shapes in 2Logo.</li> <li>• Children can create 2Logo instructions to draw patterns of increasing complexity.</li> <li>• Children understand the pu and pd commands.</li> <li>• Children can write 2Logo instructions for a word of four letters.</li> <li>• Children can follow 2Logo code to predict the outcome.</li> <li>• Children can create shapes using the Repeat command.</li> <li>• Children can find the most efficient way to draw shapes.</li> <li>• Children can use the Procedure feature.</li> <li>• Children can create 'flowers' or 'crystals' using 2Logo.</li> <li>• Children have put together a simple animation using paper to create a flick book.</li> <li>• Children understand animation frames.</li> <li>• Children have made a simple animation using 2Animate.</li> <li>• Children know what the Onion Skin tool does in animation.</li> <li>• Children can use the Onion Skin tool to create an animated image.</li> </ul>

	<p>Introducing 'stop motion' animation. To share animation the class blog.</p> <p><b>Hardware</b> To understand the different parts that make up a desktop computer. To recall the different parts that make up a computer.</p>	<ul style="list-style-type: none"> <li>• Children can use backgrounds and sounds to make more complex and imaginative animations.</li> <li>• Children know what 'stop motion' animation is and how it is created. <ul style="list-style-type: none"> <li>• Children have used ideas from existing 'stop motion' films to recreate their own animation.</li> <li>• Children have shared their animations and commented on each other's work using display boards and blogs in Purple Mash.</li> <li>• Children can name the different parts of a desktop computer.</li> <li>• Children know what the function of the different parts of a computer is.</li> <li>• Children have created a leaflet to show the function of computer parts.</li> </ul> </li> </ul>
<p><b>Spanish</b></p>	<p><b>The Classroom</b> In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Remember and recall 12 classroom objects with their indefinite article.</li> <li>• Replace an indefinite article with a possessive adjective.</li> <li>• Say and write what they have and do not have in their pencil case</li> </ul> <p><b>Goldilocks</b> In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Not only sit and listen attentively to the story but to recognise, understand and remember more of the new language.</li> <li>• Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish.</li> <li>• Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases.</li> <li>• Attempt to spell in Spanish.</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>Athletics</b> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p><b>Tennis</b> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p><b>Swimming</b> This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to</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> <p><b>Swimming and water safety</b> All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p>perform safe self-rescue in different water-based situations.</p>

observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.

**Cricket**

Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

**Rounders**

Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.