

## Year 4 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips, visitors and experiences</b>		Anti-Bullying Day		Kingswood Residential  World Book Day		
<b>Science</b>	<b>Animals, including humans</b> (food chains, producers, predators, prey)	<b>Sound</b>	<b>States of matter</b>	<b>Electricity</b>		<b>Animals, including humans</b>
<b>History</b>	Black History: Significant Person – <b>Nelson Mandela</b>  <b>Romans</b>		<b>Non-European society</b> <b>Maya</b>		<b>Mini study of Victorians</b>  <b>A local history study – St Ann's</b>	
<b>Geography</b>	<b>Human and Physical</b> <b>Rainforest</b> <b>Climate zones, biomes and vegetation belts</b>  <b>Locational knowledge</b> Equator, the Tropics of Cancer and Capricorn, arctic and Antarctic Circle		<b>Place knowledge</b> <b>Comparison – region of UK and a region of North America</b>		<b>Human and Physical</b> <b>Local Study – St Ann's</b> Land use and how it has changed over time.	
<b>Art and Design</b>	<b>Painting skills:</b> <b>Self Portrait</b> Mix tints and tones. Paint backgrounds with washes and then add detail. Use colour to create mood.		<b>Drawing and Painting Skills</b>  <b>Perspective</b> Including linear perspective into drawings. Drawing faint lines to give guidance for final marks.  <b>Artist study:</b> <b>Vincent Van Gogh</b> <b>David Hockney</b>		<b>Other art / sculpture:</b> <b>Photography</b> High Speed Photography Macro Photography Motion Photography <b>Artist study: Andy Goldsworthy</b>	
<b>DT</b>		<b>Cooking and Nutrition</b> Creating and tasting homemade pasta.		<b>Controls-electric</b> Design, make and evaluate a game which includes a circuit.		<b>Textiles</b> Design, make and evaluate an animal puppet for a young child.

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<b>Music</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>	<b>Weekly singing assembly</b>  <b>Sing-Up</b>
<b>Computing</b>	Making shapes and Navigating Mazes <b>iProgram</b>	Data Representation <b>iData</b>	Introduction to animation <b>iAnimate</b>	Working Together With Email <b>iMail</b>	Programming Puzzle Solutions <b>iProgram 2</b>	Scratch Programming <b>IProgram 3</b>
<b>P.E.</b>	REAL PE <b>Personal</b>  Forest-basketball	REAL PE <b>Social</b>  Forest- fundamental ball	REAL Gym  Forest-Hockey	<b>Swimming</b>  Forest-Gymnastics	REAL PE Physical  Forest -Tennis	REAL PE Health and Fitness <b>Forest-</b> athletics (sports day practice)
<b>Relationships, Sex relationships and Health relationships</b>	<b>Themes</b> Rules, laws and consequences, jobs and gender stereotypes, skills and achievements lining to future jobs	<b>Themes</b> Bullying and the reasons why, identity, self-representation, respectful behaviour. respect	<b>Themes</b> Safe-browsing online, safe choices from search results, true and accuracy online, habits, feelings	<b>Themes</b> Taking trust back, strategies for creating and keeping passwords private, managing risk, safe and unsafe situations, keeping safe strategies	<b>Themes</b> Human rights, link between rights and responsibilities	<b>Themes</b> Rules, laws and consequences, jobs and gender stereotypes, skills and achievements lining to future jobs
<b>R.E</b>  <b>World Views</b>	<b>The journey of life and death</b>  Christianity Islam Hinduism  Key Concept(s) <b>Life Journey</b>	<b>Diwali —Religion, family, community, worship, celebration, ways of living and symbols &amp; Christmas</b>  Hinduism and Christianity  Key Concept(s) <b>Community Good and Evil Incarnation &amp; God</b>	<b>Pilgrimages — Symbols and religious expression</b>  Christianity Islam Hinduism  Key Concept(s) <b>Life Journey</b>	<b>Ramadan &amp; Easter and Forgiveness</b>  Islam and Christianity  Key Concept (s): <b>Being Human &amp; God Salvation and God</b>	<b>Spiritual Expression</b>  Christianity  Key Concept(s) <b>Being Human God</b>	<b>Humanism</b>  Humanism  Key Concept(s) <b>Human reason science, evidence, care for the environment and animals, helping others no belief in God</b>
<b>ML (Spanish)</b>	<ul style="list-style-type: none"> <li>Phonics (revision Y3 + decoding new words)</li> <li>Greetings and responding to greetings(revision Y3)</li> </ul>	<ul style="list-style-type: none"> <li>Countries and nationalities</li> <li>Family members</li> <li>Possessive adjective mi/mis</li> </ul>	<ul style="list-style-type: none"> <li>Puedo + actions</li> <li>Body parts</li> <li>Simple adjectives for body parts (8)</li> <li>Tener</li> </ul>	<ul style="list-style-type: none"> <li>Gender and plural (revision Y3&amp;Y4)</li> <li>Clothes</li> <li>Ser + esto/a es</li> </ul>	<ul style="list-style-type: none"> <li>Animals</li> <li>Vegetables</li> <li>Expressing likes and dislikes (fruits + vegetables)</li> </ul>	<ul style="list-style-type: none"> <li>Main question words in Spanish</li> <li>General recap for the whole year</li> </ul>

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	<ul style="list-style-type: none"> <li>• Classroom language (revision Y3 + asking for help)</li> <li>• Numbers (revision Y3 + 10-100,1000, 1000000 + simple maths facts)</li> </ul> <p style="text-align: center;"><i>European Day of Languages</i></p>	<ul style="list-style-type: none"> <li>• Spanish Royal Family</li> <li>• <i>The Day of the Dead (México)</i></li> <li>• <i>Christmas in Spain vs England</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Tamborrada (Spain)</i></li> <li>• <i>San Valentin</i></li> </ul>	<ul style="list-style-type: none"> <li>• Body parts (revision Spring 1 + connect to clothes and ser)</li> <li>• Write a simple sentence adapting a model</li> <li>• <i>Feria de Sevilla</i></li> <li>• <i>Easter in Spain vs England</i></li> </ul>	<p style="text-align: center;"><i>Día de las madres (Chile)</i></p>	<p style="text-align: center;"><i>San Fermín</i></p>
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