

Warren Wood Primary Academy
Year 4 curriculum overview

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Mountains, Rivers, and Coasts		Ancient Egypt		Our bodies	
Key Question (Intent)	<i>What are the features of my local river?</i>		<i>What is unique about Ancient Egypt?</i>		<i>What can I do to live a healthy lifestyle?</i>	
English (core texts)	<i>Wind in the Willows</i> <i>Song of the River</i>		<i>The Egyptian Cinderella</i> <i>So You Think You've Got It Bad: A Kid's Life in Ancient Egypt</i>		<i>Demon Dentist</i> <i>Alice Dent and the Incredible Germs</i>	
Writing genres	<i>Diary entry</i> <i>Poetry</i> <i>Narratives (extra chapter)</i>		<i>Narratives – traditional tales</i> <i>Playscripts</i> <i>Non-chronological reports</i>		<i>Formal letter</i> <i>Explanation</i> <i>Instructions</i>	
Curriculum writing opportunities	<i>Non-chronological reports</i> <i>Persuasive writing (leaflets)</i>		<i>Instructions (e.g. how to mummify a body)</i> <i>Letters</i>		<i>Persuasive writing (adverts)</i>	
Maths (WhiteRose)	<i>Recap Year 3 skills</i> <i>Place Value</i> <i>Addition and Subtraction</i> <i>Multiplication and Division A</i>		<i>Multiplication and Division B</i> <i>Length and perimeter</i> <i>Fractions</i> <i>Decimals A</i>		<i>Decimals A</i> <i>Money</i> <i>Time</i> <i>Shape</i> <i>Position and direction</i>	
Science	<p>States of matter & Living things and their habitats</p> <p>I can group materials together, according to whether they are solids, liquids or gases including tricky ones like gels, foams, mists and pastes.</p> <p>I can demonstrate and explain 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)</p> <p>I can correctly talk about the part played by evaporation and condensation in the water cycle and can show a link between the rate of evaporation and temperature</p> <p>I can show that living things can be grouped together in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things.</p> <p>I can explain that environments can change and that this sometimes means that living things are put in danger.</p> <p>I can identify differences, similarities or changes related to scientific ideas and processes.</p> <p>I can use scientific evidence to answer questions or to support my findings.</p>		<p>Electricity & Scientists and inventors</p> <p>I can talk about common appliances that run on electricity.</p> <p>I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs switches and buzzers.</p> <p>I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>I can show that some materials are conductors, and some are insulators, and can explain that metals are good conductors</p> <p>I can ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>I can set up practical enquiries, comparative and fair tests.</p> <p>I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>I can gather, record classify and present data in a variety of ways to help in answering questions.</p>		<p>Animals inc humans & sound</p> <p>I can explain some parts of the digestive system in humans.</p> <p>I can explain the different types of teeth in humans and what they do.</p> <p>I can describe and explain a variety of food chains, naming producers, predators and prey.</p> <p>I can show that living things can be grouped together in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things.</p> <p>I can explain that environments can change and that this sometimes means that living things are put in danger.</p> <p>I can explain how sounds are made and show that some of them are linked to vibrations.</p> <p>I can explain that vibrations from sounds travel through a medium to the ear. (air)</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can show that sounds get fainter as the distance from the sound source increases.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	
History			<p>Earliest ancient civilizations</p> <p>I can place events from the period studied on a timeline.</p> <p>I can use terms related to the period and begin to date events – eg, New Kingdom, Middle Kingdom.</p> <p>I can understand more complex terms e.g. BC/AD</p> <p>I can use evidence to reconstruct aspects of life in the period studied.</p> <p>I know some key features and events of the period studied.</p> <p>I can look for links and effects in the period studied.</p> <p>I can offer a reasonable explanation for some events in the period studied.</p> <p>I can begin to evaluate the usefulness of different sources.</p> <p>I can use sources of evidence to build up a picture of a past event.</p> <p>I can ask a variety of questions about the time period studied.</p> <p>I can choose relevant material to present a picture of one aspect of life in the past.</p>			

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			<p>I can use text books and or e-learning for research</p> <p>I can communicate my knowledge and understanding through:</p> <ul style="list-style-type: none"> • discussions • pictures • writing (reports, recounts, newspaper article, poster) • annotations • drama • selecting data and organising it into a data file to answer historical questions • displaying findings in a variety of ways • working independently and in groups 			
Geography	<p>Geographical Knowledge & Fieldwork Unit</p> <p>I can, on a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Introduce Prime/Greenwich Meridian and time zones.</p> <p>I can describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, rivers and the water cycle.</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>			<p style="text-align: center;">Recap LKS2 skills</p> <p>I can locate and name the main counties and cities in the South East of England.</p> <p>I can 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 of the wider world.</p> <p>I can discuss types of settlements in modern Britain: villages, towns, cities.</p> <p>I can use the eight points of a compass and four-figure grid references.</p>		
Art Inc. Artist	<p>Artist: Georgia O'Keeffe/ Diane Wright</p> <p><i>I can develop my skill a range of drawing mediums creating texture and form.</i></p> <p><i>I can apply lines and shapes to achieve varied tone.</i></p> <p><i>I can draw for sustained periods of time.</i></p> <p><i>I can compare and evaluate the choice of techniques in different artworks.</i></p>	<p style="text-align: center;">Artist: Alaa Awad</p> <p><i>I can plan and make models from observation.</i></p> <p><i>I can create patterns and textures in malleable materials.</i></p> <p><i>I can create a range of 3D shapes with recycled, manmade and natural materials</i></p> <p><i>I can discuss art movements, and understand historical and cultural developments in art, craft and design.</i></p> <p><i>I can use artworks to generate ideas.</i></p>	<p style="text-align: center;">Artist: Pablo Picasso</p> <p><i>I can mix and apply a range of shades and tints in paint.</i></p> <p><i>I can use different techniques in paint to create depth, distance and texture.</i></p> <p><i>I can develop print techniques in block, monoprinting, relief and impressed.</i></p> <p><i>I can evaluate my own work and the work of others in relation to techniques used and artworks studied.</i></p> <p><i>I can discuss which techniques I will use to share my ideas, thoughts and feelings in my artwork.</i></p>			
DT	<p style="text-align: center;">Engineer: Gustave Eiffel Structures</p> <p>I can identify a purpose and establish criteria for a successful product.</p> <p>I can identify how well products have been designed, made, what materials have been used and the construction techniques.</p> <p>I can select a wider range of tools and techniques for making my product safely.</p> <p>I know how to measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques.</p> <p>I can start join and combine components accurately in temporary and permanent ways.</p>	<p style="text-align: center;">Chief: Mostafa Seif Food</p> <p style="text-align: center;"><i>Healthy and varied Diet</i></p> <p><i>I understand that all food has to be grown, reared and caught in the UK, Europe and the Wider World.</i></p> <p><i>I know how to prepare and cook a variety of dishes safely and hygienically, sometimes using a heat source.</i></p> <p><i>I am learning to use to a range of techniques such as peeling, chopping, slicing cutting, and grating, mixing, spreading, kneading and baking.</i></p> <p><i>I know that a healthy diet is made up from a variety and balance of different foods as on 'The Eat Well Plate'.</i></p> <p><i>I know that to be healthy, food and drink are needed to provide energy.</i></p>	<p style="text-align: center;">Designer: Mechanical Levers and linkages</p> <p>I can generate realistic ideas and my own design criteria through discussion, focusing on the needs of the user.</p> <p>I can use annotated sketches and prototypes to develop, model and communicate ideas.</p> <p>I can order the main stages of making.</p> <p>I can select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</p> <p>I can select from and use finishing techniques suitable for the product I am creating.</p> <p>I can investigate and analyse books and, where available, other products with lever and linkage mechanisms.</p> <p>I can evaluate my own product and ideas against criteria and user needs, as I design and make.</p> <p>I can understand and use lever and linkage mechanisms.</p> <p>I can distinguish between fixed and loose pivots.</p> <p>I know and can use technical vocabulary relevant to the project.</p>			
Computing	<p>Computing systems and networks – The Internet</p> <p>To describe how networks physically</p>	<p>Creating Media – audio editing</p> <p>To identify that sound can be</p>	<p>Creating Media – photo editing</p> <p>To explain that digital images can be changed</p>	<p>Data and Information – data logging</p> <p>To explain that data gathered over time can</p>	<p>Programming A – repetition in shapes</p> <p>To identify that accuracy in programming is important</p>	<p>Programming B – repetition in games</p> <p>To identify that accuracy in</p>

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	<p>connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content</p>	<p>digitally recorded To use a digital device to record sound To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made</p>	<p>To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image</p>	<p>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 use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions</p>	<p>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 produce a given outcome</p>	<p>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 produce a given outcome</p>
PSHE / RSE	<p>VIPS relationships.</p> <p><i>I can explain the importance of having healthy positive friendships.</i> <i>I can explain how to make and keep fabulous friends</i> <i>I know how to express myself in a positive way.</i> <i>I can demonstrate strategies for resolving conflicts,</i> <i>I can identify what bullying is and stay safe online.</i> <i>I understand what makes a community.</i></p> <p>Black History Month I can show respect for other people's differences and understand how people's lives may be different</p>	<p>Be yourself.</p> <p><i>I can say what I am proud of about myself.</i> <i>I can identify the feelings that I have and the emotions that I feel.</i> <i>I understand how to express myself and describe different ways to cope with uncomfortable feelings I may have and understand why this is important.</i> <i>I know the best ways to respond to hurtful behaviour.</i> <i>I know how data is shared online and how to stay safe online.</i></p> <p>Road Safety Week I can think thoughtfully about why rules are needed, explaining this to someone else</p>	<p>Money matters</p> <p><i>I can make decisions about money</i> <i>I know how to use money</i> <i>I know how to keep money safe.</i> <i>I can recognise the risks of being online.</i> <i>I understand how adverts try to influence our spending.</i></p> <p>Random acts of kindness and friendship week. I can use encouragement when respecting everyone's differences</p>	<p>One world</p> <p><i>I can discuss the differences and similarities of people's lives.</i> <i>I can explore differences of opinion and identify if I feel these are fair.</i> <i>I can recognise that human rights are there for everybody.</i> <i>I understand climate change and its effects.</i> <i>I understand about the relationship between rights and responsibilities.</i></p>	<p>It's my body.</p> <p><i>I know how to maintain a balanced lifestyle.</i> <i>I know about hygiene and how to keep my teeth clean.</i> <i>I know how to take medicine safely and keep safe around drugs.</i></p> <p>Mental health awareness week</p> <p><i>I understand how to express myself and describe different ways to cope with uncomfortable feelings I may have and understand why this is important.</i></p>	<p>Growing up.</p> <p><i>I understand the physical and emotional changes that take place during puberty.</i> <i>I know the external genitalia.</i> <i>I can complete personal hygiene routines.</i></p>
Physical Education <i>Subject to change depending on local sports events.</i>	Tri-Golf Hockey	Badminton Basketball	Swimming Dance Tag Rugby Netball	Gymnastics Kwuk Cricket	Handball Sports Day prep Athletics	
Music	Body and tuned percussion	Rock and Roll	Changes in pitch, dynamics and tempo	Maiku, music and performance	Samba and carnival sounds and instruments	Adapting and transposing motifs
	Ukulele	Ukulele	Ukulele Performance at Ukulele Festival – Central Theatre	Ukulele	Ukulele	Ukulele
Religious Education	Judaism Beliefs and Practices <i>How special is the relationship Jews have with God?</i>	Christianity Christmas <i>What is the most significant part of the nativity story for</i>	Judaism Passover <i>How important is it for Jewish people to do what God asks them to do?</i>	Christianity Easter <i>Is forgiveness always possible for Christians?</i>	Judaism Rites of passage and good works <i>What is the best way for a Jew to show commitment to God?</i>	Christianity Prayer and Worship <i>Do people need to go to church</i>

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	<p>Buddhism Buddha's teachings <i>Is it possible for everyone to be happy?</i></p>	<p><i>Christians today?</i></p>	<p>Buddhism The 8 – fold path <i>Can the Buddha's teachings make the world a better place?</i></p>		<p>Buddhism The 8-fold path <i>What is the best way for a Buddhist to lead a good life?</i></p>	<p><i>to show they are Christians?</i></p>
<p>Modern Foreign Languages</p>	<p>On y va! (All aboard!)</p>	<p>L'argent de poche (Pocket money)</p>	<p>Raconte-moi une histoire! (Tell me a story)</p>	<p>Vive le sport! (Our sporting lives)</p>	<p>Le carnaval des animaux (The carnival of the animals)</p>	<p>Quel temps fait-il? (What's the weather like?)</p>