

Curriculum Overview Year 4
2022-2023

<p style="text-align: center;">Autumn (14 weeks) Core Text: Harley Hitch and the Iron Forest (Vashti Hardy) Curricular Goals</p>	<p style="text-align: center;">Spring (12 weeks) Core Text: Dragon Mountain (Katie & Kevin Tsang) Curricular Goals</p>	<p style="text-align: center;">Summer (13 weeks) Core Text: Mark of the Cyclops (Saviour Pirotta) Curricular Goals</p>
<p>Art & Design Pupils can sculpt a clay pot with two handles, like a vase, in the style of Magdalene Odundo</p> <p>Computing Create a game to achieve more than one goal on J2E – Level 2</p> <p>Design & Technology Pupils can create an alert system for an avalanche using the Crumble Kit evaluating the usability of the product</p> <p>Geography To be able to name and locate counties and cities of the United Kingdom (Hull - Yorkshire, London – Greater London, Edinburgh – Lothian, Cardiff – Glamorgan, Belfast – County Antrim and describe their key topographical features.</p> <p>History Describe how the Romans’ technology changed life in Britain. Describe the Romanisation of Britain and analyse the impact on Britain today</p> <p>Latin To be able to match the English words to the Latin ancestors To be able to match the Latin word to the English meaning</p> <p>Music Pupils play as a part of an ensemble</p> <p>Personal, Social, Health & Economic Pupils can explain why being listened to and listening to others is important in our school community. They can explain why being democratic is important for people to feel valued Pupils can discuss a time when their first impression of someone changed as they got to know them and that it is good to accept people for who they are. They can explain how bullying can sometimes be hard to spot and what to do about it if they are unsure.</p> <p>Physical Education To be able to swim competently, confidently and proficiently, using a range of strokes effectively, over a distance of 25 metres. To be able to perform safe self-rescue in different water based situations. <i>Coordination</i> To be able to complete 3 step zigzag patterns both forwards and backwards <i>Personal</i> To be able to begin to challenge myself</p> <p>Religion and World Views Describe and explain the contribution of a religious group to their community. Explain how and why Christians believe Jesus to be the ‘Light of the world’.</p> <p>Science Make a complex circuit coding using a crumble kit to make a toy move, light up or make a sound Compose a poster about a hedgehog that demonstrates an understanding of the habitat and what it needs to live safely</p>	<p>Art & Design Pupils can paint a landscape using watercolour including a reflection in the style of John Horace Hooper (Iffley Mill)</p> <p>Computing Use different software to construct a graph. Use a data logger to record more than one of light, temperature or sound and produce a graph and interpret the results. Explore using green screen technology and create an animation with multiple characters for a purpose.</p> <p>Design & Technology Pupils bake a cake Pupils can select ingredients to influence the flavour and presentation of a cake evaluating the appearance of own and others</p> <p>Geography To be able to describe the similarities and differences of mountainous regions around the world To be able to explain how mountain ranges are formed</p> <p>History Compare the lives of William Wilberforce and Rosa Parks and describe their lasting impact on civil rights.</p> <p>Latin To be able to find the Latin roots for English words</p> <p>Music Pupils play a piece of music from memory</p> <p>Personal, Social, Health & Economic Pupils can explain what it means to be resilient, they can plan and set new goals even after disappointment and are able to demonstrate a positive attitude Pupils can identify feelings of anxiety and fear associated with peer pressure. They recognise when people are putting them under pressure and can explain ways to resist this when they want to</p> <p>Physical Education <i>Dynamic balance</i> To be able to complete a tucked jump with 180° turn in either direction, maintaining balance throughout. <i>Social</i> To be able to happily show and tell others about my ideas. <i>Coordination</i> To be able to roll 2 balls alternately using both hands, sending 1 as the other is returning. <i>Creative</i> To be able to recognise similarities and differences in movements and expression</p> <p>Religion and World Views Explain and give reasons why a person of faith devoted themselves to a cause. Explain the meaning of the cross for Christians and how it conveys the Easter message.</p> <p>Science Design and test the best possible telephone and suggest reasons for improvements. Compare and contrast the impact of different substances on teeth in humans and other animals Compare and contrast the digestive system of an owl and a human</p>	<p>Art & Design Pupils can sketch a portrait in the style of Lois Mailon Jones (Woman in the act of painting) using their knowledge of scaling, shading and texture</p> <p>Computing Create a set of E-Safety rules that can be followed at home and at school and explain why these are important. Make an online presentation on J2E using appropriate and carefully selected complimentary music.</p> <p>Design & Technology Pupils can plan and design a panel for a patchwork quilt evaluating the appearance and usability of their own and pre-existing products</p> <p>Geography To be able to explain how people have settled in mountain ranges, including how they use the land (Study – Pennines and Himalayas)</p> <p>History Demonstrate an understanding of how the Ancient Greeks lived, what they believed and answer the question ‘Who were the most advanced ancient society?’ justifying their answer by drawing on knowledge from life in Ancient Egypt.</p> <p>Latin To be able to identify the subject and the object</p> <p>Music Pupils perform melodies using a violin</p> <p>Personal, Social, Health & Economic Pupils can explain how people feel when they miss a special person or animal and can give examples of how to help manage these feelings Pupils can summarise the changes that happen to boys’ and girls’ bodies that prepare them for making a baby when they are older. Pupils can explain some of the choices they might make in the future and some of the choices they have no control over and suggest how these feelings can be managed when changes happen</p> <p>Physical Education <i>Agility</i> To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 3 metres. <i>Physical</i> To be able to select and apply a range of skills with good control and consistency. <i>Agility</i> To be able to chase a tennis ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m. <i>Health & Fitness</i> To be able to explain why we need to warm-up and cool down</p> <p>Religion and World Views Explain why it is important to look after the earth. Compare what different religions and world views say about the origin of the universe.</p> <p>Science Compare and contrast which materials have a higher melting point and explain why Compare and contrast how quickly water evaporates from different sized containers</p>



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