

Curriculum Overview for Year 4



	All year	Autumn	Spring	Summer
Science	<u>Working Scientifically</u> I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up practical enquiries, comparative and fair tests. I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to scientific ideas and processes. I can use scientific evidence to answer questions or to support my findings.	<u>Animals including humans</u> I can explain some parts of the digestive system in humans. I can explain the different types of teeth in humans and what they do. I can describe and explain a variety of food chains, naming producers, predators and prey. <u>Electricity</u> I can talk about common appliances that run on electricity. I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers. I can predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. 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. I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors.		<u>Living things and their habitats</u> I can show that living things can be grouped together in various ways. I can explore and use classification keys to help group, identify and name a variety of living things. I can explain that environments can change and that this sometimes means that living things are put in danger. <u>Sound</u> I can explain how sounds are made, and show that some of them are linked to vibrations. I can explain that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it. I can show that sounds get fainter as the distance from the sound source increases. <u>States of matter</u> I can group materials together, according to whether they are solids, liquids or gases including tricky ones like gels, foams, mists and pastes. 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). 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.

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History	I can place some historical periods in a chronological framework. I can use historic terms related to the period of study. I can use sources of information in ways that go beyond simple observations to answer questions about the past. I can use a variety of resources to find out about aspects of life in the past.	I can explain what I have learned in an organised and structured way, using appropriate terminology.	I can understand that sources can contradict each other.	I can explain what I have learned in an organised and structured way, using appropriate terminology.
Geography	I can draw accurate maps with more complex keys. I can plan the steps for an enquiry. I can recognise the different shapes of continents.	I can show where countries are within Europe, including Russia. I can recognise that people have differing quality of life living in different locations and environments.	I can explain how the locality is set within a wider geographical context. I can explain about key natural resources e.g. water in the locality. I can explore weather patterns around parts of the world. I can show I know about the wider context of places - region, country.	I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes. I can measure straight line distances using the right scale. I can explore features on OS maps using 6 figure grid references. I can show I know features nearby and beyond the UK. I can recognise that people have differing quality of life living in different locations and environments. I can describe human features of UK regions, cities and /or counties. I can understand the effect of landscape features on the development of a locality. I can describe how people have been affected by changes in the environment. I can explain about key natural resources e.g. water in the locality. I can show I know about the wider context of places - region, country. I can understand why there are similarities and differences between places.

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Physical Education	I can 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 I can enjoy communicating, collaborating and competing with others I can develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise my own success I can use running, jumping, throwing and catching in isolation and in combination I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending I can develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] I can perform dances using a range of movement patterns I can compare my performance with previous ones and demonstrate improvement to achieve my personal best		I can take part in outdoor and adventurous activity challenges both individually and within a team	I can take part in outdoor and adventurous activity challenges both individually and within a team

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French	<u>Listening</u> I can recognise familiar phrases and sentences in stories. I can accurately repeat the sounds that I hear in songs and rhymes. I can link some of the sounds of the language to their spellings. <u>Speaking</u> I can ask and answer questions about different topics. I can change simple sentences I have heard in different ways to make new sentences. I can read aloud with good pronunciation. <u>Reading</u> I can understand and read out several familiar phrases and sentences. I can follow the words of a text when it is being read aloud. I can work out the meaning of some new words when I am reading. <u>Writing</u> I can write a range of words and some short phrases from memory. I can use different adjectives to describe people or a detailed picture. I can write sentences to describe something, using some words I've remembered and an example sentence to help me. <u>Grammar</u> I can use pronouns and articles correctly. I understand that adjectives sometimes change because of the noun they describe. I can recognise a question and a negative sentence.	Numbers	Age	Playground Games

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Art and Design	I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. I can use skills I have been taught to adapt and improve my work. I can say how I would improve my work using technical terms and giving reasons. I can draw familiar objects with correct proportions. I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt. I can use different techniques e.g. marbling, silkscreen and coldwater paste.	I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.	I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.	I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied. I can plan my sculpture using drawings or other preparatory work.
Design and Technology	<u>Processes</u> I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience. I can create designs using exploded diagrams. I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user.	<u>Cooking and Nutrition</u> I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. I can understand seasonality and the advantages of eating seasonal and locally produced food. <u>Processes</u> I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots. I can apply techniques I have learnt to strengthen structures and explore my own ideas. I can understand and use electrical systems in my products.	<u>Processes</u> I can understand seasonality and the advantages of eating seasonal and locally produced food.	<u>Cooking and Nutrition</u> I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. I can read and follow recipes which involve several processes, skills and techniques. <u>Processes</u> I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots. I can apply techniques I have learnt to strengthen structures and explore my own ideas. I can understand and use electrical systems in my products.

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Music	I can confidently recognise a range of musical instruments and the different sounds they make. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can use musical language to appraise a piece or style of music. I can copy increasingly challenging rhythms using body percussion and untuned instruments. I can sing as part of an ensemble with confidence and precision. I can play and perform in solo or ensemble contexts with increasing confidence. I can understand some formal, written notation which includes minims and quavers. I can listen to and recall sounds with increasing aural memory.	<u>Charanga music projects:</u> Mamma Mia Glockenspiel Stage 2			<u>Charanga music projects:</u> Stop! Lean on Me		<u>Charanga music projects:</u> Blackbird Reflect, Rewind and Replay	
Beliefs and Values		Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam	Theme: Beliefs and practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Hindu beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Understanding Humanism Key Question: Can we make the world a better place? Belief: Humanism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity

	Autumn 1	Autumn 2	Spring	Summer
	Digital Citizenship	Digital Literacy	Computer Science	Information Technology
Computing	I understand that what I say or post on the internet might be copied, shared and stored by others. I know what to do If I see anything worrying online.	I can use different software programs and different types of hardware. I can use a range of programs to complete a task.	I can break programs up into smaller parts. I can use logical thinking to identify and solve potential bugs during coding. I can use other programs as I code. I can use more complicated input devices.	I understand how search engines order their search results. I understand that some computers on a network serve particular functions, such as controlling printers or sharing files.