**Year 4 Curriculum Overview**

**Academic year 2018 / 2019**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **Sparks might fly** | **The Great Plague** | **The Art of Food** | **Passport to Europe** | **Water, water everywhere** | **Hunted** |
| **Visits/visitors Experiences** | Power cut experience  Electrical invention – showcase within the year group | Litter collecting around the school grounds – taking care of the environment | Digestive system – messy investigation. Using props as organs |  | Wow Launch: cornflour slime. Science visitor – solids, liquids, gases. River Ribble – testing out nile-o-meter | Manchester Museum – Habitats/Animals  Minibeast Hunt – habitat focus |
| **Literacy** | Explanation  Fantasy  Film and play script | Fairy tales  Classic Narrative Poetry  Recount: Newspapers | Issues and Dilemmas  Persuasion | Novel as a theme  Non-chronological Reports  Poems with a structure | Stories with a theme  Information Booklets | Folk Tales  Debate  Poems on a theme |
| **Readers** | Until I Met Dudley by Roger McGough | Macavity the Mystery Cat by T.S.Elliot | Danny Champion of the World Roald Dahl | Gulliver’s Travels by Miss Marie Crook | The Water Horse | The Brer Rabbit Collection by Enid Blyton |
| **RE** | **The Bible** | **Trust in God** | **Jesus the teacher** | **Jesus the saviour** | **Mission of the church** | **Belonging to the church** |
| **Science** | Electricity:  Identify appliances, construct simple circuits, use of switches, know about conductors and insulators, recognise sources may be mains and battery, recognise the dangers, recognise faults in circuits, know circuits can be represented by drawings, photos and diagrams |  | Animals: Teeth and Digestion  Human teeth , structure and function, link to keeping teeth and gums healthy  Digestion and the digestive system  What happens to food once it enters the mouth?  What happens in our bodies between eating our food and going to the toilet? |  | Materials properties and change: states of matter  Learn about solids, liquids and gases.  Produce a booklet that is scientifically accurate  Weather, water cycle and global warming | Living things and their habitats: Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment. Construct and interpret a variety of food chains, identifying producers, predators and prey. Identify that environments can change. |
| **Computing** | Programming:  Understand how to plan and write programs with a specific purpose | Data Handling skills:  Frequency diagrams, graphs, branching database | Texts and Images  Allows children to develop their graphic, text and presentational skills | Sound, combining and selecting tools and considering the needs of an audience | Digital Research: searching skills - linked to Rivers, Ancient Egypt, states of matter  Online safety skills | Computational Thinking and Programming  Another chance to use selection in programming.  Learn about abstraction |
| **History** |  | Understand how the Great Plague 1665 affected London and beyond.  Use sources to devise historically valid questions about change. Identify that the past can be represented differently. |  |  | Early civilisations, study of four civilisations – the Indus Valley, the Shang Dynasty, Ancient Sumer and the Ancient Egyptians |  |
| **Geography** |  | Learn about the importance of taking care of the environment. Including issues such as litter and waste. |  | Learn about Poland:  Explore differences and similarities between this region and the Lake District studied in Year 3. | Rivers and the Water Cycle:  Rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and will flow eventually into a lake or the sea. Link learning about rivers to other bodies of water e.g. reservoir, lakes, seas or oceans. |  |
| **Art** | Linked to history explore the use of the image of a skull.  Artists: *Damien Hurst, Jean Basquait, Eschers drawing of a skull.*  Drawing and Painting,  Printing |  | Explore still life artists: Dutch masters e.g. *Renoir*  Drawing and Painting  3D: clay or papier mache | Explore images and colours linked to flags of European countries and photos of buildings  Drawing, Painting and Collage, Digital media | Artists: Constable, Hokusai views of the sea, Monet’s Water lilies, Adriana Brinsmead-Stockhams glass works  Drawing and Painting | *Victorian Botanist artists or Dutch masters –* linked to animals – *Monarch of the Glen by Landseer, Durers’ Hare or Aboriginal paintings* influenced by the environment and living creatures Drawing and Painting |
| **DT** | Electrical systems:  Design and make a product for a stated user and purpose: Traffic lights have broken – design a road with working stop and go lights. |  |  | Textiles – 3D product from 2D pieces. e.g. A Passport holder |  | Food: The Eatwell Plate –  Purpose: To support a healthy diet, user: Stranded on a Desert Island – what will you need to survive? |
| **Music** | Song about Electricity,  Electronic music/sounds |  | Investigate and create their own music for an event e.g. coffee morning, charity or school event? | Investigate famous European composers, e.g. Maurice Ravel, Beethoven, Mozart, Chopin, Bedrich Smetana | Create music and musical instruments using water |  |
| **Spanish** | Review of Y3 work | Days | Months | Dates | Parts of the body and description | Animals |
| **PE** | Invasion Games | Invasion Games – Basketball | Gymnastics | Dance | Rounders | Athletics |
| **PHSE** | New Beginnings | Getting on and falling out  Anti-Bullying week | Going for Goals | Good to be Me | Relationships | Changes |
| **BLP** | Imagining (unicorn) | | Managing Distractions (Ant) | Listening and empathy (Dog) | Making Connections (Spider) | |