

CURRICULUM OVERVIEW

CYCLE 2 - Year 4						
	<u>Autumn 1</u> <u>Romans</u>	<u>Autumn 2</u> <u>Volcanoes</u>	<u>Spring 1</u> <u>Vikings and Anglo-Saxons</u>	<u>Spring 2</u> <u>India</u>	<u>Summer Term</u> <u>Victorians and Puppets</u>	
English	<p>POR books Tom's Sausage Lion by Michael Morpurgo (14 sessions)</p> <ul style="list-style-type: none"> • Write in role • Diary • Speech • Newspaper article • 	<p>POR books The Pebble in My Pocket. A History of Our Earth By Meredith Hooper (20 sessions)</p> <ul style="list-style-type: none"> • Poetry • Story map • Writing in role <p>Book – Escape from Pompeii</p> <ul style="list-style-type: none"> • Narrative • Descriptive setting • Emotions • Diary 	<p>Alfred the Great – one week</p> <p>POR books Arthur and the Golden Rope By Joe Todd-Stanton (25 sessions)</p> <ul style="list-style-type: none"> • Respond to illustration • Poetry • Short story • Diary • Newspaper 	<p>Grandpa Chatterji (not POR)</p> <ul style="list-style-type: none"> • Character description • Letter writing • Non chronological report on India • 	<ul style="list-style-type: none"> • Comparison of Queen Victoria and Queen Elizabeth / King Charles • Describe and compare characters from Oliver Twist • Alternative ending of Oliver Twist <p>POR books The Boy at the Back of the Class by Onjali Q. Raúf (30 sessions)</p> <ul style="list-style-type: none"> • Character understanding • Diary entry • 	
Maths	Place Value Addition and Subtraction	Addition and Subtraction Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
Science	<p><u>Topic Theme</u> States of Matter</p> <p><u>Skills</u> Solids, liquids and gases Water cycle Drying investigation</p>	<p><u>Topic Theme</u> Animals including humans</p> <p><u>Skills</u> The digestive system Teeth Healthy diet Rotting teeth investigation.</p>	<p><u>Topic Theme</u> Living things and their habitats</p> <p><u>Skills</u> Different habitats Ecosystems Food webs Foods chains Pollution</p>	<p><u>Topic Theme</u> Electricity</p> <p><u>Skills</u> Mains and battery appliances Electrical circuits Conductors and insulators Electricity generation</p>	<p><u>Topic Theme</u> Electricity</p> <p><u>Skills</u> Practical circuit building Switches Isaac Newton Other scientists</p>	<p><u>Topic Theme</u> Sound</p> <p><u>Skills</u> How does sound travel? How do we hear sound? The ear</p>

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<h2>History</h2>	<p><u>Skills</u> Describe the characteristic features of the past Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><u>Activities</u> Research Julius Caesar’s attempted invasion in 55-54 BC Discuss the Roman Empire by AD 42 and the power of its army Learn about the successful invasion by Claudius and conquest, including Hadrian’s Wall Research the ‘Romanisation’ of Britain Compare the culture and beliefs of Roman Britain to those of today.</p> <p><u>Key LKS2 Vocabulary</u> artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [] period</p>	<p><u>Skills</u> Use more than one source of evidence for historical enquiry. Use dates and terms to describe events. Suggest causes and consequences of some of the main events and changes in history.</p> <p><u>Activities</u> To research Mount Vesuvius and the rediscovery of the nearby Roman town of Pompeii. A history of volcanic eruptions around the world.</p> <p><u>Key LKS2 Vocabulary</u> artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [] period</p>	<p><u>Skills</u> Place events, artefacts and historical figures on a time line. Use more than one source of evidence for historical enquiry. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past Understand the concept of change over time</p> <p><u>Activities</u> Research Anglo-Saxon Laws and justice. Where and when did the Anglo-Saxons come from? Learn about Viking invasions. Who were Alfred the Great and Athelstan? What was Danegeld? Find out about Edward the Confessor. Create a timeline of Anglo-Saxon/Viking Britain.</p> <p><u>Key LKS2 Vocabulary</u> artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [] period</p>	<p><u>Skills</u> Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><u>Activities</u> Research the history of the Indian Hindi-language film industry</p> <p><u>Key LKS2 Vocabulary</u> artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [] period</p>	<p><u>Skills</u> Describe the characteristic features of the past Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><u>Activities</u> Create a timeline of significant Victorian events and inventions Research Victorian children at work. Learn about how Victoria became Queen.</p> <p><u>Key LKS2 Vocabulary</u> artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [] period</p>	<p><u>Skills</u> Use more than one source of evidence for historical enquiry. Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><u>Activities</u> History and cultural origins of puppetry</p> <p><u>Key LKS2 Vocabulary</u> artefact, time period, change, chronology, years, decades, centuries, AD (Anno Domini), BC (Before Christ), Throughout the [] period</p>
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Geography	<p><u>Skills</u></p> <ul style="list-style-type: none"> • <u>human geography, including: settlements and land use.</u> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p><u>Activities</u></p> <p>Map work – where the Romans lived/settled Human and physical features comparing then to now.</p>	<p><u>Skills</u></p> <p>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><u>Activities</u></p> <p>Layers of the earth Tectonic plates Earthquakes</p>	<p><u>Skills</u></p> <p>To investigate places • Use maps, atlases, globes and digital/computer mapping to locate countries. • Name and locate the countries of Europe.</p> <p>To communicate geographically • Human geography, including: settlements and land use.</p> <p>To investigate places • Name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Activities</u></p>	<p><u>Skills</u></p> <p>To investigate places. To communicate geographically. Ask and answer geographical questions about the physical and human characteristics of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Name and locate geographical regions and identify human and physical characteristics Use a range of resources to identify the key physical and human features of a location. Use the eight points of a compass, Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. To use</p>	<p><u>Skills</u></p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p><u>Activities</u></p> <p>I can draw the route from our school to a Victorian Workhouse (Westcliffe Hospital) I can create a key to show human (man-made) features.</p>	<p><u>Skills</u></p> <p>Describe geographical similarities and differences between countries.</p> <p><u>Activities</u></p> <p>Case study. Compare China/ UK</p>



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			<p>Map work – where the Vikings travelled from (measure distance on scale map.)</p> <p>Where the Vikings settled Human and physical features comparing then to now. Place names.</p>	<p>symbols and key to communicate knowledge of the wider world. Devise a simple map; and use and construct basic symbols in a key.</p> <p><u>Activities</u> Create fact file about India – characteristics of a place. Physical and human features.</p> <p>Complete map of India with a key.</p> <p>Mathematical vocab and compass points activity.</p>		
<p>DT</p>	<p>DT Strand Structures – Shell Structures</p> <p>Project Brief Design, make and evaluate a Roman coin box for a Roman child.</p> <p>Activities To create an attractive money box for a Roman child, using shell structures to make one. Evaluate ideas and products.</p>	<p>N/A</p>	<p>N/A</p>	<p>DT Strand Food – Healthy and Varied Diet</p> <p>Project Brief Design, make and evaluate Naan bread for an Indian Family to eat with their dinner.</p> <p>Activities To follow a simple recipe to create a Naan bread recipe. Research what an Indian family might eat with the</p>	<p>DT Strand Textiles – 2D shape to 3D products</p> <p>Project Brief Design, make and evaluate a finger puppet for FS/KS1 children to use alongside reading a story.</p> <p>Activities To create an attractive finger puppet to go with a child’s story to make a child want to read more. Evaluate ideas and products.</p>	



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				bread. Evaluate ideas and products. Made in OHA.		
Art	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create concertinas or comic strips to retell poetry or prose through drawing.	<u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns	<u>The Art of Display</u> Explore how the way we display our work can affect the way it is seen.	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	<u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature?	<u>Festival Feasts</u> How might we use food and art to bring us together?
Music	<u>Skills</u> Performing music (vocal) <u>Activities</u> Children learn and perform 'Just like a Roman' – Music Express <u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness	<u>Skills</u> <u>Skills</u> Performing music (instrumental) <u>Activities</u> Learning about different instruments and performing on them (Music Express). Using instruments to create particular sounds related to local industry. <u>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, notes	<u>Skills</u> Performing music (vocal) <u>Activities</u> Viking Saga songs – BBC School Radio <u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness	<u>Skills</u> Performing (vocal / instrumental) <u>Activities</u> Listening and performing bhangra rhythms Music Express – Recycling Bhangra <u>Key Vocabulary</u> Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness	<u>Skills</u> Listen to and evaluate music Transcription Performance (instrumental) <u>Activities</u> Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). Learn about notation (staff) Year 4 – djembe drumming <u>Key Vocabulary</u> Melody, play, instrument, make / control long and short sounds, rhythm,	<u>Skills</u> Composing and transcribing music <u>Activities</u> Creating music using voices, untuned and tuned instruments to accompany puppet performances. Transcribing using graphic scores / simple notation. <u>Key Vocabulary</u> Compose, create effects, repeated patterns, graphic score, accompaniment, drone

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					pitch, in tune, parts, tuned, untuned, notes	
French	<p><u>Encore – Revision</u></p> <p><u>Grammar Skills</u> Revise ‘avoir’ (to have) phrases. Eg. She has short hair</p> <p><u>Activities</u> Describe people Describe someone’s nationality Use adjectives to describe people</p>	<p><u>Quelle heure est-il?-What time is it?</u></p> <p><u>Grammar Skills</u> Present tense verbs to describe activities Express the time</p> <p><u>Activities</u> Talk about activities Tell the time Talk about what time you do activities</p>	<p><u>Les Fêtes-festivals</u></p> <p><u>Grammar Skills</u> Give dates of festivals throughout the year; Ask for various presents; Count up to 60; Understand and give imperative instructions; Recognise plural forms.</p> <p><u>Activities</u> Talk about festivals and dates Count up to 60 Give and understand instructions</p>	<p><u>Où vas-tu?/Where are you going?</u></p> <p><u>Grammar Skills</u> Recognise various French cities; Ask and answer where you are going, Understand and give instructions for directions; Describe the weather in a certain location in a short sentence.</p> <p><u>Activities</u> Talk about going to French cities Give and understand directions Talk about the weather</p>	<p><u>On mange/We are eating</u></p> <p><u>Grammar Skills</u> Ask what someone wants Say what you want Talk about verbs using (de, de las, des) Ask how much something costs Use ‘on’ to talk about the first person Give basic opinions about food.</p> <p><u>Activities</u> Go shopping for food Ask how much something costs Talk about activities at a party Give opinions about food</p>	<p><u>Le cirque/The circus</u></p> <p><u>Grammar Skills</u> Give the names of various French speaking countries Use positive and negative phrases Describe items of clothing using colour adjectives.</p> <p><u>Activities</u> Discuss French speaking countries Discuss the language we speak Identify different items of clothing using colour adjectives.</p>
Computing	Unit 4.1 Coding Number of lessons – 6 Main Programs – 2Code	Unit 4.3 Spreadsheets Number of lessons – 6 Programs – 2Calculate Unit 4.8 Hardware Investigators Number of lessons – 2	Unit 4.4 Writing for different audiences Number of lessons – 5 Programs – 2Email, 2Connect, 2DIY	Unit 4.5 Logo Number of lessons – 4 Programs – Logo Unit 4.9 Making Music Number of Lessons – 4 Main Program – Busy Beats	Online safety Twinkl lessons	Unit 4.6 Animation Number of lessons – 3 Programs – 2Animate Unit 4.7 Effective Search Number of lessons – 3 Programs – Browser
PE	L1 - Fitness L2 - Football	L1 - Gymnastics L2 - Netball	L1 – Dance L2 - Hockey	L1 – Dance L2 - Basketball	L1 - Athletics L2 - Tennis	L1 - Rounders L2 - Tennis
RE	Sikhism: Beliefs - Looking at the demographics of Sikhism in London and	Sikhism: Practices - Looking at the gurdwara,	What do stories in the Bible tell us about Christianity? - Looking at	What does a church look like? - Looking at different churches and the different	What are the Five Pillars of Islam? - Learning about the Five Pillars of Shahada,	What does London’s Muslim community look like? - Learning about the



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	globally - Learning about the life of Guru Nanak, the Five Ks and Sikh beliefs about God and the afterlife	Sikh weddings, langar and the festival of Vaisakhi	more Bible stories through the Story Whoosh Bible - Using art to foster discussion about the stories and their importance to Christians - Preparing and performing a short play based on one of the stories	architectural styles found in London - Learning about the different styles of worship which take place in churches.	Salat, Sawm, Zakat and Hajj - Looking at each in turn and learning how they impact the life of Muslims	demographics of Islam in London - Looking at the festival of Eid and the Grand Iftar and how they are celebrated in the U
PSHE	Human Rights	Respect – falling out and making up	Respect – falling out and making up	Emergency Situations	Money Sense -NatWest	
Enrichment activities.	Harvest Festival Change for Life Deva Centre Visit - Chester	Remembrance Service Children in Need Road Safety Week Anti-bullying Week Theatre Visit Christmas Fayre	Young Voices Internet Safety Day Change for life day	Bollywood dance workshop World Book Day	Science Week Change for life day Quarry Bank Mill Visit Victorian Classroom	Sports Day Puppet Theatre