

Crawley Down Village C of E School

Year 4 Curriculum Overview



Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26

Y4	AUTUMN Inside Out	SPRING A Glimpse of Gold	SUMMER Water, Water Everywhere
Key Texts 	The Promise The Boy at the back of the class Demon Dentist VIPERS: Wonderscape, Demon Dentist, Journey to the Centre of the body, The Nutcracker We read a variety of texts to develop vocabulary, inference, prediction, explanation, retrieval and sequencing skills.	Egyptian Cinderella, Sleeper and the Spindle and other adapted fairy tales) Travelling Poetry: Night train, From a Railway Carriage) VIPERS: Varjak Paw, Cleopatra, texts from a variety of genres We read a variety of texts to develop vocabulary, inference, prediction, explanation, retrieval and sequencing skills.	Kensuke's Kingdom) Life doesn't frighten me & other poems) VIPERS: Kensuke's Kingdom, Non-fiction texts linked to oceans, rivers and the water cycle We read a variety of texts to develop vocabulary, inference, prediction, explanation, retrieval and sequencing skills.
English 	<u>Writing Purposes</u> Writing to inform: • Explanatory text about the human body. • Healthcare – You wouldn't want to get ill in the past! Writing to entertain: • Story Opening with a focus on character (Inside Out Boy or Llama out loud) Writing to persuade: • Letter warning/complaining about the dentist	<u>Writing Purposes</u> Writing to inform: • Recount of Egyptologist visit Writing to entertain: • Character description • Retelling a Fairy Tale in a different situation (focus setting) • Poetry (River rhythmical poetry) Writing to persuade: • Advert for customers to buy their shaduf/ Egyptian pot.	<u>Writing Purposes</u> Writing to inform: • Biography of Kensuke • Newspaper reports about sports day/school trip Writing to entertain: • Diary writing after being shipwrecked • Poetry hope and fears (figurative language) Writing to persuade: • Letter warning/complaining about the dentist • Speech persuading the government to shorten/not shorten the summer holidays
	<u>Throughout the year:</u> Handwriting: We will be focusing on consistently writing with fluent, joined handwriting with appropriate speed and stamina. Proof reading: W will be developing our proof-reading skills to accurately apply spelling and punctuation. Editing: We will be assessing the effectiveness of our writing based upon its intended purpose and audience. Spelling: We will be working on the Year 3 and 4 spelling word list. Reading: In VIPERS lesson we will read a variety of texts to develop vocabulary, inference, prediction, explanation, retrieval and sequencing skills. Phonics: We will be revisiting Song of Sounds Stages 2 and 3 and closing any gaps in the children's phonics knowledge.		

Maths 	Place Value (number to 10,000, partitioning, estimating, ordering, rounding, roman numerals) Addition & Subtraction (adding, subtracting, estimating, checking) Shape(area) Multiplication & Division (3x, 6x, 9x, 11x, 12x, multiply by 1 or 0, multiply 3 numbers)	Multiplication & Division (factors, multiples, $\times 10$, $\times 100 \div 10$, $\div 100$, $O \times TO$, $O \times HTO$, $TO \div O$) Shape (length and perimeter) Fractions (mixed numbers, improper fractions, equivalent fractions, adding and subtracting fractions) Decimals (tenths, hundredths, $O \div T$ and $\div H$)	Decimals (ordering, rounding, comparing, partitioning, halves and quarters as decimals) Money (estimating, calculating, problem solving) Times (days, weeks, months, 12 and 24 hour time, analogue and digital) Shape (angles, symmetry, polygons, triangles, quadrilaterals) Statistics (difference, more than line graphs) Position and direction (coordinates and translation)
Science 	Animals including humans: - Describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions Sound: - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases	Electricity: - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors	States of matter: - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Living things and their habitats: - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things Animals including humans: - construct and interpret a variety of food chains, identifying producers, predators and prey

RE Understanding Christianity 	Hinduism What are Hindu beliefs and how do they influence the lives of believers? • Pupils know that Hindus believe we all have a soul. • The soul is reincarnated when we die, it lives on and moves into a new body. • We collect good and bad karma through our actions which always have consequences. • Hindus are encouraged in their holy books to perform acts of selfless kindness. Christianity What is the Trinity? • Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus • Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • Pupils know the story of Jesus' Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. • Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit.	Christianity What do Christians mean when they talk about the Kingdom of God? • Christians believe in living God's way. Jesus summed this up with the Golden Rule: 'In everything, do to others as you would have them do to you.' • God is King. • The Bible and the parables of Jesus teach the right way to live. • The Lord's Prayer is an important prayer because it is about wanting God's kingdom to come. Christians want to be part of spreading God's kingdom on earth. Why do Christians call the day Jesus dies 'Good Friday'? • Pupils will know that Christians see Holy Week as the • culmination of Jesus' earthly life, leading to his death and • resurrection. • Pupils will be able to say what each event of Holy week means for • Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. • Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday • They know that for some Christians today standing up for your faith can risk ridicule and even persecution.	Christianity When Jesus left what was the impact of Pentecost? • Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at • Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God. • Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here. • Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art. • Pupils know the that Christians consider the church to be the 'Body of Christ' and that one body has many parts. They can explain what this means • Pupils know the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit. Islam Who was Muhammed and what do Muslims learn from him? • A prophet is chosen by God and provides guidance in the form of a good example to follow. Muslims believe: • Allah has sent many messengers into the world to call people back to him when they have behaved badly. • Muhammad was chosen by Allah to be his final prophet • Muhammad is greatly respected by Muslims but he is not to be worshipped • Muhammad told people to submit to Allah and to worship no-one else.
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Computing 	Computing systems and networks: Collaborative learning - To understand that software can be used collaboratively online to work as a team/ - To understand how to contribute to someone else's work effectively. - To understand how to create effective presentations. - To understand how to create and share Google Forms. - To understand how to use a shared spreadsheet to explore data. Online Safety - To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy. Programming 1: Further coding with Scratch - To recall the key features of Scratch. - To understand how a Scratch game works by using decomposition to identify key features. - To understand what a variable is and how to make one. - To understand how to make a variable in Scratch. - To use knowledge of how variables work to create a quiz	Skills showcase: HTML - To understand and identify examples of HTML tags. - To change HTML code for a specific purpose. - To change the HTML and CSS to alter the appearance of an object on the web. - To understand and explore more complex components of a web page. - To alter key elements on a webpage including text and images. Online Safety - To describe some of the methods used to encourage people to buy things online. To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	Online Safety - To explain that technology can be designed to act like or impersonate living things. - To explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology. Computational Thinking - To understand that computational thinking is made up of four key strands. - To understand what decomposition is and how to apply it to solve problems. - To understand what pattern recognition and abstraction mean. - To understand how to create an algorithm and what it can be used for. - To combine computational thinking skills to solve a problem.
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PSHE



Keeping safe and risks – Safety rules and laws

Keeping safe and emergencies – responsibility to be safe.

First Aid training

Hygiene and Protecting your health – sleep and health

- Consider ways to develop positive sleep habits
- Describe bedtime routines that help improve sleep
- Understand the importance of sleep and how it affects the way we feel
- Consider the parts of daily life choices that can impact on sleep
- Describe the impact of screen and phone use late at night
- Explain the importance of sleep for wellbeing and brain function, particularly during adolescence
- Explore a range of strategies for ensuring appropriate sleep patterns and practices

Eating Well and Being Active – Healthier lifestyle choices

- Identify that a habit might be something someone does occasionally, often, or all the time
- Identify habits that help us and habits that do not and some examples of healthy habits
- Give reasons why habits can be hard to change

Eating Well and Being Active – influences on exercise and consequences of choice

- Recognize what is meant by a 'balanced' lifestyle
- Identify what foods should be eaten regularly to maintain good health
- Describe how people can make informed decisions about what to eat or drink and when

Hygiene and Protecting your health – cleanliness, germs and immunisation

- explain how bacteria and viruses can be passed on from one person to another
- describe simple hygiene routines that reduce the spread of bacteria and viruses and our own role in helping to stop the spread of germs

Self- image, mental health and wellbeing –identities online and influence

- To consider what is unique about me that is part of what I am and how this may be affected by what I put online.
- explore how parts of identity can be seen as positive or negative and recognise ways to have a positive impact on others
- Know that identity online can be presented in many ways including gender.
- consider how the media can shape ideas about gender

Online and Critical thinking : Validity of information

- know who I am sharing information with
- be able to spot things that may be false online
- explain why information that is online and in the media may be inaccurate or untrue
- know what to do if someone wants information from me,
- know what to do if someone wants to meet me

Being Safe – Body Privacy

- To know that they have rights over their bodies.
- To respect their own and others bodies.
- Identify adults they can go to if they are feeling uncomfortable or hurt.
- Explain why it is wrong to make anyone feel uncomfortable or confused by being too close

Identity –Body changes and Puberty

- To know the stages of a human life cycle including birth.
- To identify some of the ways that humans change, physically and emotionally.
- To identify that the changes in puberty are ongoing and usually happen between the ages of 8-17 years.
- Identify where to get help and support about the changes that happen at puberty.

Emotional resilience - Changes (inc Puberty)

- Know about the changes that happen in life and the feelings associated with this
- Recognise the importance of sharing feelings to help themselves feel better
- Recognise that change is a natural part of life
- Explain how to manage some of the emotional changes associated with puberty

Music  	Charanga Music Programme: Autumn 1: Musical Structures Autumn 2: Exploring Feels When You Play Djembe drums sessions Percussion Instruments Using Glockenspiels	Charanga Music Programme: Spring 1: Compose With Your Friends Spring 2: Feelings Through Music Percussion Instruments Using Glockenspiels	Charanga Music Programme: Summer 1: Expression and Improvisation Summer 2: The Show Must Go On Percussion Instruments Using Glockenspiels *PENTECOSTE PERFORMANCE SUMMER 1 *
Art 	Artist and Designer: Artist - Alberto Giacometti or Picasso. Media: Exploring mark-making and shading. Using basic shapes to help sketch objects. Different techniques using watercolour pencils. Sketching body parts with water colour washes Sketchbook: - Record exploration of mediums and techniques - Collect and record information and images to inspire their work - Respond to artists and comparing pieces of artwork from different cultures - Discuss their own and others' work expressing their thoughts and feelings. - Plan and develop their ideas - Creating their own pieces inspired by artists - Annotating ideas for improving their work	Artist and Designer: Sarah Munyai - Story of Mukondeni Pottery Media: Pencil sketching – pots Clay modelling – pots Patterns Sketchbook: - Record exploration of mediums and techniques - Collect and record information and images to inspire their work - Respond to artists and comparing pieces of artwork from different cultures - Discuss their own and others' work expressing their thoughts and feelings. - Plan and develop their ideas - Creating their own pieces inspired by artists - Annotating ideas for improving their work	Artist and Designer: JMW Turner Media: Sketching (familiar objects) Paint (stormy sea) Watercolour Sketchbook: - Record exploration of mediums and techniques - Collect and record information and images to inspire their work - Respond to artists and comparing pieces of artwork from different cultures - Discuss their own and others' work expressing their thoughts and feelings. - Plan and develop their ideas - Creating their own pieces inspired by artists - Annotating ideas for improving their work

Design Technology 	Cooking and Nutrition Knowledge • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. <i>Project: To design, make and evaluate a healthy soup for a local supermarket</i>	Structures Knowledge • Develop and use knowledge of how to construct strong, stiff shell structures. Mechanisms/Mechanical systems • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project <i>Product: To design, make and evaluate a model of a Shaduf for the Pharaoh</i>	Electrical Systems Knowledge • Understand and use electrical systems in their products linked to science coverage. • Know and use technical vocabulary relevant to the project. <i>Project: To design, make and evaluate a model of a working lighthouse</i>
PE   	Real PE Unit 1 Personal <i>Cardio – Coordination – Floor Movement Patterns</i> <i>One Leg Standing</i> Real PE Unit 2 Social <i>Cardio – Dynamic Balance to Agility</i> <i>Static Balance – Seated</i> • Swimming	Real PE Unit 3 Cognitive <i>Cardio – Dynamic Balance</i> <i>Coordination – Ball Skills</i> Real PE Unit 4 Creative <i>Coordination with Equipment</i> <i>Counter Balance in Pairs</i> • Invasion games (netball) • Outdoor adventurous activities	Real PE Unit 5 Applying Physical <i>Agility - React/Response</i> <i>Static Balance – Floor Work</i> Real PE Unit 6 Health and Fitness <i>Cardio – Agility – Ball Chasing</i> <i>Static Balance – Small Base</i> • Net and wall games (tennis) • Athletics • School Sports Day

French 	<u>Je Me Présente (Presenting Myself)</u> - Revise France and French speaking countries, numbers to ten and “how are you” - Count to 20. - Say their name and age. - Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. - Tell you where they live. - Tell you their nationality and understand basic gender agreement rules <u>Les fruits (The Fruits)</u> - Introduce the fruits, an apple, a strawberry, a peach, a banana, a cherry. an orange, a plum, a pear, a kiwi, an apricot - Change these nouns form singular to plural - Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.	<u>Ma Famille (My Family)</u> - Tell somebody the members, names and various ages of either their own or a fictional family in French. - Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. - Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French. - Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have). <u>La Date (The Date)</u> - Practise phonics and pronunciation - Repeat and recognise the months of the year in French. - Ask when somebody has a birthday and say when they have their birthday. - Say the date in French. - Create a French calendar. - Recognise key dates in the French calendar.	<u>Ma Famille (My Family)</u> - Practise numbers to thirty - Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. - Understand that there are more determiners/ articles in French than in English. - Use and become more familiar with the high-frequency 1st person conjugated verb ‘je suis’ (I am), from the infinitive verb ‘être’ (to be). <u>Boucle d’Or et les Trois Ours (Goldilocks and the three bears)</u> - Practise phonics and pronunciation - Increase their memory potential in French by using picture cards, word cards and phrase cards in French. - Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. - Attempt to spell in French. Create my own story board in French.
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