

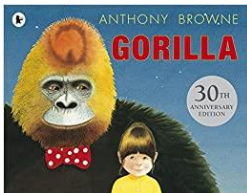

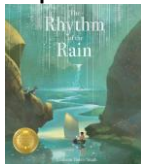



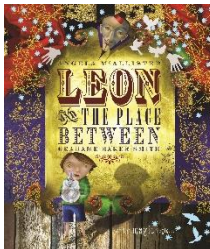


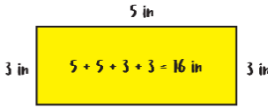
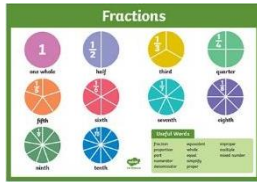

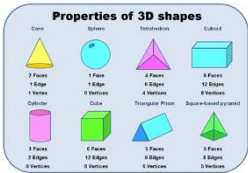



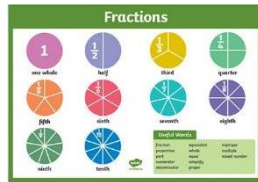
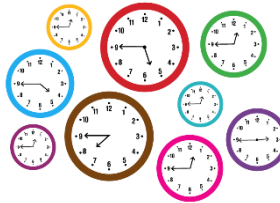






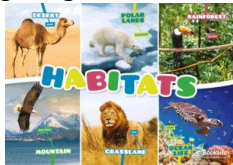







Year Four Curriculum Overview 2024-2025




YEAR FOUR	Autumn Term		Spring Term		Summer Term	
English - Poetry	<p>Look! By Grace Nichols</p>  <p>A list poem based on a traditional rhyme</p>	<p>Look Closely</p>  <p>A series of haiku</p>	<p>Windrush Child by John Agard</p>  <p>Free verse, personal narrative poem</p>	<p>The Roman's Centurion Song by Rudyard Kipling</p>  <p>Cinquain</p>	<p>The Lost Property Office by Roger McGough</p>  <p>List poem</p>	<p>Family Album</p>  <p>Free verse narrative poem</p>








YEAR FOUR	Autumn Term	Spring Term	Summer Term			
English	<p>The Wizard, The Ugly and the Book of Shame by Pablo Bernasconi</p>  <p>Fantasy fiction</p>	<p>Blue John by Berlie Doherty</p>  <p>Fiction</p>	<p>Gorilla by Anthony Browne</p>  <p>Fiction</p>	<p>Mini Units – range of genres and stimuli</p> <p>Narrative (Mystery)</p>  <p>Harris Burdick (images)</p> <p>Explanation</p>  <p>Rhythm and the Rain – the water cycle</p> <p>Instructions</p>  <p>How to plan the perfect robbery</p> <p>Narrative</p> <p>Report (Green Flag Award)</p>  <p>Deforestation</p> <p>Persuasion</p>  <p>Kingswood leaflet</p>	<p>Leon and the Place Between</p>  <p>Fantasy Fiction</p>	<p>Street Child</p>  <p>Historical Fiction</p>







YEAR FOUR	Autumn Term		Spring Term		Summer Term								
M a t h s	Place Value 	Measurement: Length and perimeter PERIMETER The perimeter is the distance around a two-dimensional shape. 	Multiplication and division <table border="1"><tr><td>Multiplication</td><td>×</td></tr><tr><td>Division</td><td>÷</td></tr></table>	Multiplication	×	Division	÷	Fractions 	Number: Decimals 	Geometry: Properties of shapes 			
	Multiplication	×											
	Division	÷											
	Addition and subtraction <table border="1"><tr><td>Addition</td><td>+</td></tr><tr><td>Subtraction</td><td>-</td></tr></table>	Addition	+	Subtraction	-	Multiplication and division <table border="1"><tr><td>Multiplication</td><td>×</td></tr><tr><td>Division</td><td>÷</td></tr></table>	Multiplication	×	Division	÷	Measurement: Area 	Number: Decimals 	Measurement: Money 
Addition	+												
Subtraction	-												
Multiplication	×												
Division	÷												
		Fractions 		Measurement: Time 									
				Statistics 									



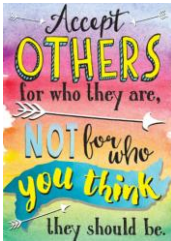




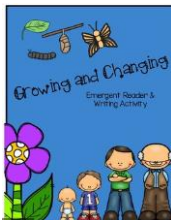

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
S c i e n c e	<p>States of Matter</p>  <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 	<p>The Water Cycle</p>  <ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Electricity</p>  <ul style="list-style-type: none"> 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 	<p>Living things and their habitats</p>  <ul style="list-style-type: none"> 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 	<p>Animals, including humans</p>  <ul style="list-style-type: none"> 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 construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>Sound</p>  <ul style="list-style-type: none"> 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

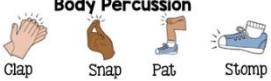





YEAR FOUR	Autumn Term	Spring Term	Summer Term
History	<p data-bbox="165 177 788 240">How did The Ancient Greeks influence the Western world?</p>  <ul data-bbox="210 552 763 651" style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p data-bbox="871 177 1447 240">What was the impact of the Roman invasion on Britain?</p>  <ul data-bbox="871 576 1447 608" style="list-style-type: none"> • The Roman Empire and its impact on Britain 	<p data-bbox="1541 177 2128 240">What was life like in Warrington in the Victorian times?</p>  <ul data-bbox="1525 568 2141 703" style="list-style-type: none"> • a local history study -a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality







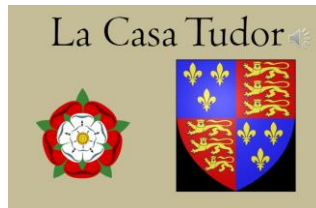

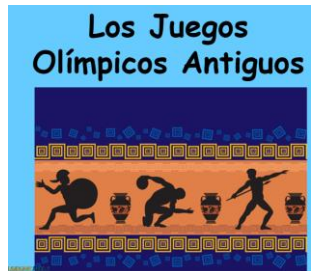
YEAR FOUR	Autumn Term	Spring Term	Summer Term
G e o g r a p h y	<p data-bbox="309 140 645 161">Where does our food come from?</p> <p data-bbox="309 169 645 189">Data collection: interview kitchen</p>  <ul data-bbox="208 496 792 1230" style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p data-bbox="974 140 1341 161">Why are rainforests important to us?</p> <p data-bbox="1028 169 1288 189">Fieldwork: local woodland</p>  <ul data-bbox="871 347 1494 1201" style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	<p data-bbox="1632 140 2033 161">What are rivers and how are they used?</p> <p data-bbox="1722 169 1944 189">Fieldwork: local river?</p>  <ul data-bbox="1570 464 2141 1409" style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
C o m p u t i n g	<div></div> <p>Computer Science:</p> <ul style="list-style-type: none">I can understand the different methods of communication using the internet. <p>Information Technology:</p> <ul style="list-style-type: none">I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying) <p>Digital Literacy:</p> <ul style="list-style-type: none">I can evaluate information presented to me to make informed choices about what is Fake News.I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships)I understand that people may have a different online identity to that in real life and am able to interact with others. (Self Image)I am aware others can find information out about me by searching online. (Online Reputation)I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying)I understand the impact technology can have on my health, well being and lifestyle. (Health well being)I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security)I understand the need for copyright and the consequences of ignoring it. (Copyright)	<div></div> <p>Information Technology:</p> <ul style="list-style-type: none">I can create with technology. E.g. Video, animation, 3D <p>Digital Literacy:</p> <ul style="list-style-type: none">I can collaborate online to create digital content. <div></div> <p>Information Technology:</p> <ul style="list-style-type: none">I can improve the quality and presentation of my work using editing and formatting techniques.I can create with technology. E.g. Video, animation, 3D	<div></div> <p>Computer Science:</p> <ul style="list-style-type: none">I can understand the different methods of communication using the internet. <p>Information Technology:</p> <ul style="list-style-type: none">I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying) <p>Digital Literacy:</p> <ul style="list-style-type: none">I can evaluate information presented to me to make informed choices about what is Fake News.I understand that people may have a different online identity to that in real life and am able to interact with others. (Self Image)	<div></div> <p>Mandatory Skills:</p> <ul style="list-style-type: none">I can explain common file types. <p>Information Technology:</p> <ul style="list-style-type: none">I can improve the quality and presentation of my work using editing and formatting techniques.I can create with technology. E.g. Video, animation, 3D	<div></div> <p>Mandatory Skills:</p> <ul style="list-style-type: none">I can explain common file types. <p>Information Technology:</p> <ul style="list-style-type: none">I can improve the quality and presentation of my work using editing and formatting techniques.I can create with technology. E.g. Video, animation, 3D <p>Digital Literacy:</p> <ul style="list-style-type: none">I can collaborate online to create digital content.	<div></div> <p>Computer Science:</p> <ul style="list-style-type: none">I can solve an open-ended problem by breaking it up into smaller parts.I can design and write a program for a given purpose including specific programming features.I can test existing programs to see how they could be improved.

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
	Painting	Torches (Electrical systems)	Textiles	Mindful moments timer (Digital world)	Sculpture	Pavilions (Structures)
A r t a n d D e s i g n T e c h n o l o g y	<p>Artist Link – Georges Seurat or Georges Braque</p>  <ul style="list-style-type: none"> Investigate different starting points for their work, and choose which idea to develop further. Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these. Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette. Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture. Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further. 	 <ul style="list-style-type: none"> Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria. 	<p>Artist Link – Mike Phelan or Rosie James</p>  <ul style="list-style-type: none"> Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. Understand the historical and / or cultural significance of the work of a chosen artist / art form. Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone. Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. 	<p>Mindful moments timer (Digital world)</p>  <ul style="list-style-type: none"> State and/or describe the advantages and disadvantages of existing products (timers). Understand how virtual micro:bit features could be used as part of a design idea. Use research to inform design criteria. Write a program that displays a timer on the virtual micro:bit based on their chosen seconds/minutes. Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own. State key functions in the program editor (e.g. loops). Evaluate the immediate appeal of the virtual micro:bit timer and how it might function. Express which stages of the project they enjoyed or found more challenging. Explain the need for a company to stand out against competition and/or state the importance of logos in business. Recall and describe the name and use of key tools used in Sketchpad (CAD) software. Fulfil the design requirements of the logo. Evaluate the product using feedback from the user. 	<p>Artist Link – Alexander Calder or Andy Goldsworthy</p>  <ul style="list-style-type: none"> Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture. Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone. 	 <ul style="list-style-type: none"> Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.

YEAR FOUR	Autumn Term			Spring Term			Summer Term		
P e r s o n a l , S o c i a l a n d H e a l t h E d u c a t i o n	Families and Friends	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well-being	Growing and changing	Keeping safe
	 <p>Recognising and maintaining positive friendships, including online</p>	 <p>Responding to hurtful behaviour</p> <p>Managing confidentiality</p> <p>Recognising risks online</p>	 <p>Respecting differences and similarities</p> <p>Discussing difference sensitively</p>	 <p>Exploring what makes a community</p> <p>Investigating what is meant by shared responsibilities</p>	 <p>How data is shared and used</p>	 <p>Making decisions about money</p> <p>Using and keeping money safe</p>	 <p>Maintaining a balanced lifestyle</p> <p>How to maintain oral hygiene and dental care</p> <p>Understanding the importance of maintaining good mental wellbeing</p>	 <p>Understanding personal identity</p> <p>Puberty is part of the life cycle and the changes that occur</p> <p>Recognising individuality and different qualities</p> <p>Understanding the importance of maintaining good mental wellbeing</p>	 <p>Recognising the dangers and risks of medicines and household products</p> <p>Identifying drugs that are common to everyday life – alcohol</p> <p>First aid – asthma</p>

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
M U S I C	<p>Body and tuned percussion</p> <p>Body Percussion</p>  <ul style="list-style-type: none"> ● Accurately performing a composition as part of a group. ● Identifying scaled dynamics (crescendo / decrescendo) within a piece of music. ● Creating body percussion rhythms. 	<p>Samba and carnival sounds</p>  <ul style="list-style-type: none"> ● Playing syncopated rhythms with accuracy, control and fluency. ● Recognising the stylistic features of samba music. ● Composing a rhythmic break. ● Learning about the origin of samba music. 	<p>Rock and roll</p>  <ul style="list-style-type: none"> ● Performing a walking bass line. ● Singing in time and in tune. ● Recognising the features of rock and roll music. ● Identifying the links between this and other genres of music. 	<p>Adapting and transposing motifs</p>  <ul style="list-style-type: none"> ● Playing melody parts on tuned instruments with accuracy and control, with ● Developing vocal technique. ● Recognising the use and development of motifs in music. ● Creating a motif-based composition and notating this using roman mosaic artwork. 	<p>Haiku music and performance</p>  <ul style="list-style-type: none"> ● Exploring timbre using their voices expressively. ● Recognising, naming and explaining the function of the interrelated dimensions of music. ● Creating and performing a group composition within a given structure using both melodic and rhythmic instruments. 	<p>Changes in pitch, tempo and dynamics: Rivers</p>  <ul style="list-style-type: none"> ● Singing in two parts with expression and dynamics. ● Performing a vocal ostinato as part of a layered ensemble. ● Using musical vocabulary to describe the detailed features of a piece of music. ● Suggesting improvements to their own and others' work. ● Creating a rhythmic ostinato.

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
R e l i g i o u s E d u c a t i o n	Hindu Dharma  What might a Hindu learn through celebrating Diwali?	Christianity (God)  How and why might Christians use the Bible?	Sikhism  How do Sikhs express their beliefs and values?	Christianity (Jesus)  Is sacrifice an important part of religious life?	Islam  <small>shutterstock.com • 290643002</small> Why do Muslims fast during Ramadan?	Christianity (Church)  What does 'love your neighbour' really mean?
	Autumn Term		Spring Term		Summer Term	
L a n g u a g e s	Phonetics lesson 2 (C) & The Classroom (I)	My Home (I)	The Tudors (I) 	Goldilocks (I) 	Clothes (I)	The Olympics (I) 
	Dates					

YEAR FOUR	Autumn Term		Spring Term		Summer Term	
	Languages Day	<ul style="list-style-type: none"> • Christmas Play • Big Draw Day • Anti Bullying Week (PSHE plus English and Maths all week) 		<ul style="list-style-type: none"> • Cultural Diversity Week (to include Food Tech Projects) • World Book Day • Number Day 		<ul style="list-style-type: none"> • Enterprise (stall for Robin Fest) • Music Day)