

Year 4 Curriculum Overview 2018-19

The following curriculum overview may be subject to change. At Monksdown Primary School we are constantly evolving our curriculum in response to the needs of learners and national strategies. For the most up-to-date information of what your child is learning please visit our website and Twitter feeds which are regularly updated throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Text	This term we will be reading The Mystery of Wickworth Manor by Elen Caldecott. It is a text chosen to enhance our history topic. The book features a portrait of a slave boy and the characters in the story solve the mystery of his life.		This term we will be reading The Iron Man by Ted Hughes, The Firework Maker’s Daughter by Philip Pullman and a selection of short stories. Narratives - we will also be reading, writing and retelling our own finding tales.		This term we will be reading Charlotte’s Web by E. B. White and a selection of short stories.		
Computing	Use computers and iPads to research History and English topics including Black History. This will involve checking information for its relevance and modifying search strategies to ensure their searches are efficient. They will begin to understand that some internet content may be inaccurate, offensive or upsetting and what to do if they find inappropriate content.		In COMPUTING the children will learn to expand their coding techniques. Children will learn how to program a computer game which includes repetition. They will detect and debug errors to ensure their program completes the given task.		The children Year 4 will consolidate their basic Computing skills focusing on saving, opening and renaming files and keyboard skills.	Children will also use Super Duper Music Looper to enable them to identify and sequence different instruments by the way they sound.	
Science	Children will be learning about animals including humans. As scientists, they will escribe 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 and construct and interpret a variety of food chains, identifying producers, predators and prey.		Children will learn about electricity. As scientists they will construct simple circuits and study the links between magnets and electricity. The children will focus on developing scientific skills, including; defining variables, designing questions, making/justifying predictions, planning investigations and predicting outcomes. Children will also learn about sound and how it is made, associating some of them with something vibrating. They will also find patterns between the pitch and volume of a sound and features of the object that produced it.		The children will learn to analyse and evaluate data related to environment, ecology and evolution. As scientists they will learn about how the environment affects living things, and how living things have adapted to living on earth. The children will focus on developing scientific skills, including; validating data, identifying/explaining anomalies and preventing anomalies. Children will also study the states of matter, comparing and grouping materials together, according to whether they are solids, liquids or gases.		
History	As Historians, the children will be studying Liverpool and our city’s links to the Trans-Atlantic Slave Trade. The children will build upon their understanding of chronology and understand how Liverpool has changed over time.		As Historians the children will study the Roman Empire and its impact on Britain then and now. We will also be learning about the history of Liverpool, considering historical concepts such as continuity and change, cause and consequence.		Topic linked Historical artifacts and images will be used as a stimulus for Short Burst Writes within English lessons across the term.		
Geography	Earning and Living As geographers, the children will learn about the importance of jobs for UK society. They will investigate different jobs, sectors and industries in the UK before comparing them with other countries. The issues around unemployment and child labour will also be discussed.		In the Desert As geographers, children will locate deserts (including the Arctic and Antarctic) on physical and online maps. They will also discuss desert climate and how deserts are formed. The impact that deserts have on people that live in or near them will also be investigated. The issues surrounding human activity alters the environment and affects the rate of desertification.		Countries of the World Using maps and GIS, locate continents, countries, and cities identifying physical features. Investigate key aspects of climate in the regions of the world and how physical features have an impact on people’s lives. The children will compare Nigeria with the UK, linking this into our earlier History topic ‘The Slave Trade’.		
Languages	The focus of our French lessons will be on practical communication, responding to spoken and written language. The children will be encouraged to speak with increasing confidence and fluency, as well as lengthening the amount of writing produced over the key stage.						
	We will reinforce our knowledge of French alphabet and some phonemes in order to develop our reading. Listen to spoken language and show understanding.		Engage in conversation; ask and answer question. Express opinions. Explore the patterns and sounds of language.		Manipulate numbers to 100. of others. Read carefully and show understanding of words phrases and simple writing		
PE	Swimming - Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills, Swim competently, confidently and proficiently over a distance of at least 25 metres, Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges, Perform self-rescue in different water-based situations, Describe and evaluate the quality of swimming and recognise what needs improving. Netball - The children will develop the passing, catching and shooting skills required to play netball. They will also be introduced to the rules of ‘high five’ netball and learn about marking and footwork.			Gymnastics – Develop a range of actions, body shapes and include a performance, Create gymnastic sequences that meet a theme or set of objectives, Describe how their body reacts to different situations, Make simple judgments on their own and others work, Suggest ways performance can be improved		Striking & Fielding Handball, Rounders and Hockey - Keep a game going using a range of different ways of throwing Strike a ball with intent and throw it more accurately when bowling and/or fielding, Use a range of skills with increasing control, Effectively play a competitive net / wall game, Keep and use rules they are given, Try to make things difficult for their opponent by directing the ball to space, at different speeds and height	Athletics - Develop skills from the 3 main aspects of athletics – running, jumping and throwing, Show controlled movements and body actions in response to specific instructions, Can demonstrate agility and speed Jump for height and distance with control and balance, Throw with speed and power and apply appropriate force

Music	Mamma Mia The children will fluently perform ‘Mamma Mia’ with control and accuracy, recognise the tempo, dynamics and instruments of related songs, develop an historical understanding of ABBA, improvise on percussion/glockenspiels with dynamics.	KS2 Nativity The children will learn to sing and perform a production based on the story of Christmas	Glockenspiel Stage 2 The children will recall and perform a variety of songs with fluency, control and expression on the glockenspiel from both memory and score, listen and comment on contrasting musical elements, understand glockenspiel science, perform with expression.	STOP Fluently perform ‘STOP’ with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an understanding of why bullying is bad, compose on unpitched percussion with dynamics and perform glockenspiels from notation..	Lean On Me The children will fluently perform ‘Cuckoo!’ with control and accuracy, recognise the tempo, dynamics and instruments of related songs, develop an historical understanding of gospel music, improvise on percussion/glockenspiels with dynamics.	Blackbird The children will fluently perform ‘Blackbird’ with control and accuracy, recognise the tempo, dynamics and instruments of related songs, develop an historical understanding of gospel music, improvise on percussion/glockenspiels with dynamics.
Music Specialist	Continue to develop performance skills on ukulele, keyboard, glockenspiel and singing by C, C7, F, and Am in different songs. Play complex strumming patterns and arpeggios on glock/keyboard					
Art	As Artists, the children will develop their techniques and skills, focusing on African art linked to our History topic. They will study and recreate African symbols, and use stencilling and printing techniques using two colour overlays. They will also print onto fabric and add texture by stitching and weaving. The use of Sketch Books will be further developed and children will be encouraged to record, review and revisit their ideas.		As Artists, the children will develop their understanding of colour and shade. Linked to the ‘Romans’ topic, the children will explore patterns and symmetry before arranging tiles into a design of their choice to make personalised mosaics. They will recreate their patterns by transferring them onto a 3D model of a Roman Shield, showing an awareness of texture, form and shape. The use of Sketch Books will be further developed and children will be encouraged to review and revisit their ideas.		As Artists, the children will develop their experience and understanding of Op art and focus on the work of <i>Bridget Riley</i> and <i>Victor Vasarely</i> . Main techniques will include painting (experimenting with paint textures) shading, and sketching repetitive patterns. The use of Sketch Books will be further developed and children will be encouraged to review and revisit their ideas.	
DT	Textiles Weaving - Children will research African tribal cloths. They will design their own fabric to weave and create an object from their woven fabric.		Mechanisms/Structures Marble Run from recycled materials with pulleys. Children will build prototypes and demonstrate strengthening techniques.		Food Technology Food technology with Apple of my Eye.	
RE	Wisdom from Sacred Texts - Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities Christmas – Advent Retell and understand the main events of the Christmas story from different viewpoints.		Prayer and special places - Explore the different ways in which religious people pray and worship deities. Easter – Prayers and the Cross. Explore what artefacts are special to Christians and the significance of communion and the symbol of the cross.		The Journey of Life and Death – Develop understanding of beliefs of life after death in two religions and humanism. Articulate reasons for own beliefs.	
SMSC/PSHE	In SMSC the children will explore ‘changes’. The children will be taught aspects of British Values, including: democracy, the rule of law, individual liberty, mutual respect and tolerance. All aspects of school life aim to deepen and develop understanding of these concepts and compliment PSHE. As a school we feel that we should not only to cover the National Curriculum but also develop skills and values that are particular to our children. Our school values encourage the pupils to be: Responsible, Resilient, Respectful and Resourceful; these ideals are central to our school ethos.					
	Calm School WOW – Walk once a week	Anti-Bullying Week (12th-16th November)	Online safety day (5th February)	NSPCC - Pants	Healthy School Day	Calm School WOW – Walk once a week
	Class Rules +Democracy *Responsible What is diversity? +Mutual respect *Respectful	How can we be a good friend? +Mutual respect *Respectful *Responsible *Resourceful *Resilient	How can we keep safe in our local area? +Rule of Law *Responsible		How do we grow and change? *Responsible *Resourceful	