

CHRIST THE KING CATHOLIC VOLUNTARY ACADEMY				CURRICULUM REVIEW: OVERVIEW				YEAR GROUP: 4		
Term	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	COMPUTING	PE	MFL	PHSE
<p>Autumn 1</p> <p>ROMANS</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> - Identify and name the parts of the human digestive system. - Know the functions of the organs in the human digestive system. - Identify and know the different types of human teeth. - Know the functions of different human teeth. - Use and construct food chains to identify producers, predators and prey. 	<p>CHRONOLOGY (STONE AGETO 1066)</p> <p>Romans</p> <ul style="list-style-type: none"> - Know how Britain changed from the iron age to the end of the Roman occupation. - Know how the Roman occupation of Britain helped to advance British society. - Know how there was resistance to the Roman occupation and know about Boudica. - Know about at least one famous Roman emperor. 		<p>UPDATE WITH NEW DOCS</p> <p>To understand different shades of colour and how to mix them</p> <p>To make a three-part colour wheel showing primary, secondary and tertiary colours</p> <p>Roman Mosaic pattern – clay</p> <p>To create effective 2d designs and to use tools to create holes and hollows and scratch details / texture.</p>	<p>Food: adapting a recipe Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.</p> <p>FOOD TECHNOLOGY</p> <ul style="list-style-type: none"> - Know how to be both hygienic and safe when using food. - Bring a creative element to the food product being designed (Link with states of matter) <p>MAKING</p> <ul style="list-style-type: none"> - Know which tools to use for a particular task and show knowledge of handling the tool - Know which material is likely to give the best outcome. - Measure accurately. 	<p>PERFORMING</p> <p>Sing songs from memory with accurate pitch. (Young Voices)</p> <p>APPRECIATE</p> <p>Identify and describe the different purposes of music.</p> <p>HISTORY OF MUSIC</p> <p>Begin to identify the style of work of Beethoven, Mozart and Elgar.</p>	<p>The Internet</p> <p>To describe how networks physically connect to other networks.</p> <p>To recognise how networked devices make up the internet</p> <p>To outline how websites can be shared via the World Wide Web (WWW)</p> <p>To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>To recognise how the content of the WWW is created by people</p> <p>To evaluate the consequences of unreliable content</p> <p>E safety focus:</p>	<p>Athletics</p> <p>Vocab: run, jump, hit, target, throw, spring, short, long, distance,</p> <p>Can you run over a long distance?</p> <p>Can you jump in different ways and spring over a short distance?</p> <p>Can you throw in different ways, using accuracy to hit a target?</p>	<p>LANGUAGE ANGELS</p> <p>Fruits Oracy</p> <p>Listen to and identify words and short phrases</p> <p>Communicate by asking and answering a wider range of questions</p> <p>Literacy</p> <p>Read and understand familiar written phrases</p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Write some familiar words and phrases without help.</p> <p>Intercultural Understanding</p> <p>Talk about celebrations of which they have experience</p> <p>Know about similar celebrations in other cultures</p> <p>Compare aspects of everyday life at home and abroad</p>	<p>Being Responsible-</p> <p>Baseline Assessment</p> <p>Coming home on time</p> <p>I can give reasons as to why being on time is important and can describe the impact of being late on others.</p> <p>Growing up and Changing –</p> <p>Baseline Assessment</p> <p>Appropriate Touch</p> <p>I understand personal boundaries, knowing the difference between appropriate and inappropriate touch and knowing who to ask for help if I am worried.</p>

<p>Autumn 2</p>	<p>Electricity - Identify and name appliances that require electricity to function. - Construct a series circuit. - Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). - Predict and test whether a lamp will light</p>			<p>To draw using lines (line drawings), selecting different drawing pencils, and experimenting with single-line line drawings To be confident to draw in 3D, using highlight and lowlight and previously learned sketching techniques</p>			<p>Creating media – audio production To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project</p>	<p>Games – Handball Can you move to find a space when you are not in possession during a game? Can you keep possession of the ball? Can you throw and catch accurately using one hand and hit a ball accurately with control? Can you vary tactics and adapt skills according</p>	<p>Vegetables Oracy • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions Memorise and present a short text. Literacy</p>	<p>Growing up and Changing – Baseline Assessment Appropriate Touch I understand personal boundaries, knowing the difference between appropriate and inappropriate touch and knowing who to ask for help if I am worried. Keeping/Staying Healthy Baseline Assessment Healthy Living I can explain what is meant by a balanced diet and can plan a balanced meal. I can say how too much sugar, salt and saturated fat in our food can affect us.</p>

	<p>within a circuit.</p> <ul style="list-style-type: none"> - Know the function of a switch. - Know the difference between a conductor and an insulator; giving examples of each. 						<p>To evaluate the effective use of audio</p> <p>E safety focus:</p>	<p>to what is happening?</p> <p>Can you make up your own small-sided game?</p> <p>Can you select and use the most appropriate skills, actions and ideas, moving with control?</p>	<ul style="list-style-type: none"> • Read and understand familiar written phrases • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help. <p>Intercultural Understanding</p> <p>Talk about celebrations of which they have experience</p> <p>Know about similar celebrations in other cultures</p> <p>Compare aspects of everyday life at home and abroad</p>	<p>I understand how to read nutritional information on food packages.</p> <p>I know that a lack of sleep can affect weight, mood and ability to learn.</p> <p>I know the importance of regular exercise.</p> <p>I know that mental health is as important as physical health.</p>
<p>Spring 1</p> <p>RIVERS & MOUNTAINS</p>	<p>States of Matter</p> <ul style="list-style-type: none"> - Know the temperature at which materials change state. - Know about and explore how some materials can change state. - Know the part played by 		<p>Why are rainforests important to us?</p> <p>Describe the characteristics of each layer of a tropical rainforest.</p> <p>To understand the lives of indigenous</p>	<p>To mix paints to create different colours and shades.</p> <p>Experiential – to create a papier mâché model of a mountain and</p>	<p>TEXTILES: Fastenings</p> <p>Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a</p>	<p>USE AND UNDERSTAND</p> <ul style="list-style-type: none"> - Use notation to record and interpret sequences of pitches <p>COMPOSE</p> <ul style="list-style-type: none"> - Use notation to record compositions in a small group or individually 	<p>Creating media -photo editing</p> <p>To explain that the composition of digital images can be changed</p> <p>To explain that colours can be changed in digital images</p> <p>To explain how cloning can be used in photo</p>	<p>Gymnastics</p> <p>VOCAB: improve, sequence, partner work, phase, create, repeat, control, shape, speed, direction, rules, routine</p> <p>Can you work in a controlled way when following a</p>	<p>Ancient Britain Oracy</p> <ul style="list-style-type: none"> • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions 	<p>Feelings and Emotions</p> <p>Baseline Assessment Jealousy</p> <p>I know that jealousy is a feeling of unhappiness because someone has something that you would like.</p> <p>I know that there is a normal range of emotions and scale of emotions in relation to different experiences and situations.</p>

	<p>evaporation and condensation in the water cycle.</p>		<p>peoples living in the Amazon rainforest. To describe why tropical rainforests are important and understand the threats to the Amazon.</p> <p>GEO SKILLS & F'WORK - Know how to plan a journey within the UK, using a road map.</p>	<p>river, creating all different features learnt.</p>	<p>fabric book sleeve.</p> <p>DESIGNING - Use ideas from other people when designing. - Produce a plan and explain it. - Persevere and adapt work when original ideas do not work. - Communicate ideas in a range of ways, including by sketches and drawings which are annotated.</p> <p>MAKING - Know which tools to use for a particular task and show knowledge of handling the tool - Know which material is likely to give the best outcome. - Measure accurately.</p>	<p>LISTEN - Explain why silence is often needed in music and explain what effect it has. (Charanga)</p> <p>HISTORY OF MUSIC Begin to identify the style of work of Beethoven, Mozart and Elgar.</p>	<p>editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image</p> <p>E safety focus:</p>	<p>sequence of actions? Can you include a range of speed, direction and shape? Can you work with a partner to create, repeat and improve a sequence with at least three phases and create the 'rules'?</p>	<p>- Memorise and present a short text.</p> <p>Literacy</p> <ul style="list-style-type: none"> • Read and understand familiar written phrases • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help. <p>Intercultural Understanding</p> <p>Talk about celebrations of which they have experience</p> <p>Know about similar celebrations in other cultures</p> <p>Compare aspects of everyday life at home and abroad</p>	<p>I can judge whether how I am feeling/behaving is appropriate and proportionate. I know that my mental health is as important as my physical health.</p>
<p>Spring 2</p>			<p>What are rivers and how are they used?</p>	<p>To be confident to draw in 3D, using highlight and lowlight</p>			<p>Data logging To explain that data gathered over time can be used to</p>	<p>Dance VOCAB: clear, fluent, communicate, movement,</p>	<p>Presenting Myself Oracy</p>	<p>Computer Safety</p> <p>Baseline Assessment Making Friends online</p>

			<p>To discuss the advantages and disadvantages of buying both locally and imported food.</p> <p>To recognise the features and courses of a river.</p> <p>To name and locate some of the world's longest rivers and describe how they are used.</p> <p>To identify and locate human and physical features on a map.</p> <p>To collect data on the features of a local river.</p>	and previously learned sketching techniques		<p>answer questions</p> <p>To use a digital device to collect data automatically</p> <p>To explain that a data logger collects 'data points' from sensors over time</p> <p>To recognise how a computer can help us analyse data</p> <p>To identify the data needed to answer questions</p> <p>To use data from sensors to answer questions</p> <p>E safety focus:</p>	<p>refine, sensitivity, accompaniment, imaginatively, character, narrative, pattern, motif, structure</p> <p>Can you respond imaginatively to a range of stimuli related to character and narrative, using sensitivity and the accompaniment to communicate the dance idea?</p> <p>Can you perform dances clearly and fluently, developing your movements to refine, repeat and remember your dances?</p> <p>Can you use simple motifs and movement patterns to structure dance phrases on your own, with a partner and in a group, describing and evaluating the dance (using appropriate language)?</p> <p>OAA</p> <p>Vocab: map, demanding, accurately, time limit</p>	<ul style="list-style-type: none"> • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions - Memorise and present a short text. <p>Literacy</p> <ul style="list-style-type: none"> • Read and understand familiar written phrases • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help. <p>Intercultural Understanding</p> <p>Talk about celebrations of which they have experience</p> <p>Know about similar celebrations in other cultures</p>	<p>I know how to stay safe in a chatroom.</p> <p>I can identify the dangers and consequences of talking to strangers online.</p> <p>I understand the difference between safe and risky choices online.</p> <p>I know who and how to ask for help.</p>
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								<p>Can you follow a route in a more demanding and familiar context?</p> <p>Can you plan a route using different locations as your start and end points, using a map?(Maths in the wider curriculum: position and direction)</p> <p>Can you use clues to accurately follow a route within a specific time limit?</p>	<p>Compare aspects of everyday life at home and abroad</p>	
<p>Summer 1</p>	<p>Sound</p> <ul style="list-style-type: none"> - Know how sound is made, associating some of them with vibrating. - Know how sound travels from a source to our ears. - Know the correlation between pitch and the object producing a sound. - Know the correlation between the volume of a sound and the strength of the vibrations that produced it. - Know what happens to a sound as it 	<p>ANCIENT ANCIENTS</p> <p>Ancient Egyptians</p> <ul style="list-style-type: none"> - Know about, and name, some of the advanced societies that were in the world around 3000 years ago. - Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty. 	<p>Where does our food come from?</p> <p>To explain the impact of food choices on the environment</p> <p>To understand the importance of trading responsibly.</p> <p>To describe the journey of a cocoa bean.</p> <p>To map and calculate the distance food has travelled.</p> <p>To design and use data collection methods to find where our food comes from and discuss the advantages and disadvantages</p>	<p>STUDY OF GREAT ARTISTS</p> <ul style="list-style-type: none"> - Explain some of the features of art from historical periods – link with Ancient Egyptians topic <p>USING SKETCHBOOKS</p> <ul style="list-style-type: none"> - Know how to use line, tone, shape and colour to represent figures and forms in movement and know 	<p>MECHANICAL SYSTEMS: SLINGSHOT CAR</p> <p>Work independently to produce an accurate, functioning car chassis.</p> <p>Design a shape that is suitable for the project.</p> <p>Attempt to reduce air resistance through the design of the shape.</p> <p>Produce panels that will fit the chassis and can be assembled effectively using the tabs</p>	<p>COMPOSE</p> <ul style="list-style-type: none"> - Use notation to record and interpret sequences of pitches <p>USE AND UNDERSTAND</p> <ul style="list-style-type: none"> - Use notation to record compositions in a small group or individually <p>LISTEN</p> <ul style="list-style-type: none"> - Explain why silence is often needed in music and explain what effect it has. (Charanga) <p>HISTORY OF MUSIC</p> <p>Begin to identify the style of work of</p>	<p>Programming – repetition in shapes</p> <p>To identify that accuracy in programming is important</p> <p>To create a program in a text-based language</p> <p>To explain what ‘repeat’ means</p> <p>To modify a count-controlled loop to produce a given outcome</p> <p>To decompose a task into small steps</p> <p>To create a program that uses count-controlled loops to produce a given outcome</p>	<p>Athletics</p> <p>Vocab: run, jump, hit, target, throw, spring, short, long, distance,</p> <p>Can you run over a long distance?</p> <p>Can you jump in different ways and spring over a short distance?</p> <p>Can you throw in different ways, using accuracy to hit a target?</p>	<p>Classroom</p> <p>Oracy</p> <ul style="list-style-type: none"> • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions - Memorise and present a short text. <p>Literacy</p> <ul style="list-style-type: none"> • Read and understand familiar written phrases 	<p>A world without judgement</p> <p>Breaking Down Barriers Baseline Assessment</p> <p>I can recognise positive attributes in others.</p> <p>I can explain why being different is okay.</p> <p>I recognise my own strengths and goals and understand that these may differ from those around me.</p> <p>I can say how we can respect ourselves and others.</p> <p>I can name some judgements and opinions which might prevent a community from working together.</p> <p>I know that respect must be reciprocal.</p> <p>I know that healthy friendships are positive and welcoming towards others.</p> <p>The working world</p> <p>Baseline Assessment</p> <p>Chores at home</p>

	travels away from its source.		of buying both locally and imported food.	how to show reflections (link hieroglyphs)	they have designed. Construct car bodies effectively. Conduct a trial accurately and draw conclusions and improvements from the results.	Beethoven, Mozart and Elgar. PERFORMING Sing songs from memory with accurate pitch. (Summer Production)	E safety focus:	<ul style="list-style-type: none"> • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help. <p>Intercultural Understanding</p> <p>Talk about celebrations of which they have experience</p> <p>Know about similar celebrations in other cultures</p> <p>Compare aspects of everyday life at home and abroad</p>	<p>"</p> <p>I can identify ways in which we can help those who look after us.</p> <p>I can explain the positive impact of my actions.</p> <p>I can identify how team work and a strong work ethic can help me in the world of work</p>
Summer 2	All Living Things and Their Habitats - Use classification keys to group, identify and name living things. - Know how changes to an environment could endanger living things. - Group materials based on their state of			Polystyrene printing – hieroglyphs	Structure: Pavilions Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.	Programming - repetition in games To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops	OAA Vocab: map, demanding, accurately, time limit Can you follow a route in a more demanding and familiar context? Can you plan a route using different locations as your start and end points, using a map? (Maths in	My House Oracy • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions - Memorise and present a short text.	The working world Baseline Assessment Chores at home " I can identify ways in which we can help those who look after us. I can explain the positive impact of my actions. I can identify how team work and a strong work ethic can help me in the world of work Keeping/Staying Safe Baseline assessment Cycle Safety

	matter (solid, liquid, gas.						<p>To develop a design that includes two or more loops which run at the same time</p> <p>To modify an infinite loop in a given program</p> <p>To design a project that includes repetition</p> <p>To create a project that includes repetition</p> <p>E safety focus:</p>	<p>the wider curriculum: position and direction)</p> <p>Can you use clues to accurately follow a route within a specific time limit?</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Read and understand familiar written phrases • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help. <p>Intercultural Understanding</p> <p>Talk about celebrations of which they have experience</p> <p>Know about similar celebrations in other cultures</p> <p>Compare aspects of everyday life at home and abroad</p>	<p>I know that a junction is a point where two or more roads are joined and that most accidents (75%) happen there.</p> <p>I recognise the impact and possible consequences of an accident or incident.</p> <p>I can identify risky choices in relation to cycle safety.</p> <p>I can create a set of cycle safety rules by identifying how I can stay safe on my bike.</p>
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