

## Year 4 Curriculum Overview

| Year 4                            | Autumn   | Spring   | Summer  |
|-----------------------------------|--|--|---|
| Art                               | Tingatinga Art (Painting)  | <ul> <li>Printing - Influenced by Roy<br/>Lichtenstein</li> </ul>  | <ul> <li>Sketching Portraits<br/>(Drawing) - Dirk Dzimirsky</li> </ul>  |
| Computing                         | <ul> <li>Computer systems &amp; networks – The internet</li> <li>Creating media – Audio editing</li> </ul>   | <ul> <li>Programming A – Repetition in<br/>shapes</li> <li>Data and information – Data<br/>logging</li> </ul>  | <ul> <li>Creating media – Photo editing</li> <li>Programming B – Repetition in games</li> </ul>   |
| Design Technology<br>(DT)         | <ul> <li>Design and make a bread<br/>using Bronze Age cooking<br/>methods</li> </ul>   | <ul> <li>Design and make a piece of<br/>jewellery</li> </ul>   | <ul> <li>Design and make a<br/>Roman catapult</li> </ul>  |
| Geography                         | Earthquakes and Volcanoes     What impact do they have on     the world?   | <ul> <li>Journeys - Food<br/>Where does our food come<br/>from?</li> </ul>   | <ul> <li>Rivers and the Water<br/>Cycle<br/>Could we survive without<br/>rivers?</li> </ul>   |
| History                           | Bronze Age to Iron Age     Which period accomplished     the most?   | <ul> <li>Ancient Egyptians         What were their greatest         achievements?</li> </ul>   | <ul> <li>Romans         Did the Romans impact           our lives?     </li> </ul>  |
| Modern Foreign<br>Languages (MFL) | <ul> <li>Numbers 11-20 including time.</li> <li>Food- Beginning to build a phrase</li> </ul>   | <ul><li>Likes and Dislikes</li><li>Hair and Eyes</li></ul>   | <ul> <li>What is the date?<br/>(Including number review<br/>from 11-20 and introducing<br/>20 - 31)</li> <li>In the classroom</li> </ul>  |
| Music                             | <ul> <li>Medieval Music</li> <li>(links to History)</li> <li>develop ability to extend their sound vocabulary</li> <li>develop compositional skills through basic notation and chant</li> <li>composed in a medieval secular style using rhythmic modes and Dorian mode scale</li> <li>explore different examples of medieval music</li> <li>make expressive use of vocals while exploring plainsong</li> <li>create and structure compositions in groups and perform.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul> | <ul> <li>Anthology of Fantastic Zoology         <ul> <li>Sprite; A Bao A Qu By Mason Bates</li> </ul> </li> <li>(cross curricular links to Literacy and Art)</li> <li>Create art-work, poetry and music inspired by a piece of orchestral music</li> <li>Listen and reflect on a work for orchestra</li> <li>perform as an ensemble</li> <li>using their voices and playing musical instruments</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul> | <ul> <li>Adapting and transposing motifs (Romans)</li> <li>(links to History)</li> <li>Learners will:</li> <li>Learn a new song, singing in time and in tune while following the lyrics.</li> <li>Identify motifs aurally and play a repeated pattern on a tuned instrument.</li> <li>Create and perform a motif, notating it with reasonable accuracy.</li> <li>Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</li> <li>Combine different versions of a musical motif and perform as a group using musical notation.</li> </ul> |
| Physical Education<br>(PE)        | <ul><li>Games</li><li>Outdoor Adventure Games</li><li>Dance</li></ul>  | <ul><li>Gymnastics</li><li>Games</li></ul>   | <ul><li>Athletics</li><li>Games</li></ul>   |
| Religious Education<br>(RE)       | <ul><li>What is it like to be a Hindu?</li><li>What do Christians learn from the Creation story?</li></ul>   | <ul> <li>Why do Christians call the day<br/>Jesus died: Good Friday?</li> <li>When Jesus left what was the<br/>impact of Pentecost?</li> </ul>   | <ul> <li>What are the deeper<br/>meanings of the festivals?</li> <li>Why does the prophet<br/>matter to Muslims?</li> </ul>   |
| Science                           | <ul><li>Forces &amp; Magnets</li><li>Earth &amp; Space</li><li>Electricity</li><li>Light &amp; Seeing</li></ul>  | <ul><li>Materials</li><li>Plants</li></ul>   | <ul><li>Animals inc. Humans</li><li>Living Things</li><li>Evolution</li><li>Sound &amp; Hearing</li></ul>   |
| Well-Being                        | <ul><li>Being Me In My World</li><li>Celebrating Difference</li></ul>  | <ul><li>Dreams and Goals</li><li>Healthy Me</li></ul>  | <ul><li>Relationships</li><li>Changing Me</li></ul>   |