

Year 4 National Curriculum Coverage

	Autumn	Spring	Summer
History	<p>The Romans</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain including an aspect of local history, Hadrian's Wall. 	<p>The Industrial Revolution – The effects on Tyneside.</p> <ul style="list-style-type: none"> A local history study - mining in the North East. 	<p>The Egyptians</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.
Geography	<p>Europe Study – Catalonia Spain</p> <p><u>Locational Knowledge</u></p> <ul 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, major cities. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <p>a region in a European country and a region in North or South America</p> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. 	<p>Rivers and Mountains</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> 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. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4 and 6-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. 	<p>Resources and Trade</p> <p><u>Locational Knowledge</u></p> <ul 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, major cities. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> Use map, 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.

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<p>Computing</p>	<p>Digital Literacy and Online Safety</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Computational Thinking - Alien Contact!</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Getting started with Kodu</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
<p>Design Technology</p>	<p>Food - Seasonal vegetables – Soup</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks. • Select from and use a wide range of ingredients. <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied 	<p>Electrical circuits – Light boxes Design an illuminated product to advertise</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including 	<p>Textiles - Pencils cases</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including

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	<p>diet to prepare dishes. Understand where food comes from.</p>	<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. 	<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand how to attach materials, i.e zips, sewing, glue
Art	<p>Drawing/painting – Impressionism Various artists and techniques including Van Gogh and Monet.</p> <ul style="list-style-type: none"> To record their observations and use them to review and revisit ideas. About great artists, architects and designers in history. To improve their mastery of art and design techniques, including drawing, sketching and painting, with a range of materials. Understand complimentary and contrasting colours. Make creative choices about colour and design. 	<p>Painting Artist study – Bob Ross Landscapes – Mountains</p> <ul style="list-style-type: none"> To record their observations and use them to review and revisit ideas. To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern and texture. To create perspective by understanding detail and size in background and foreground of a composition. Understand how light/shade and tone can contribute to a composition. Make creative choices around colour and design and be able to discuss these. 	<p>3D sculptor/drawing Egyptian art</p> <ul style="list-style-type: none"> To record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To manipulate malleable materials to a desired form and shape.

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<p>Music</p>	<p>Recorders</p> <p><u>Play Instruments</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notations 		<p>Trailblazers - A study of Hans Zimmerman, Earth</p> <p><u>Listen with Concentration and Understanding</u></p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality and recorded music drawn from great composers. • Develop an understanding of the history of music. <p><u>Experiment and Create Sounds</u></p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. 		<p>Folk songs</p> <p><u>Use of Voice</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices. <p><u>Listen with Concentration and Understanding</u></p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality and recorded music drawn from great composers. 	
<p>PE</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance 	<p>Dance</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns 	<p>Net and wall games</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination 	<p>Striking and fielding</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination 	<p>Athletics (Track and Field)</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance 	<p>Fitness Circuit</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Preparation for Skipping festival.
	<p>Fitness Circuit</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance 	<p>Invasion games</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate - apply basic principles suitable for attacking and defending 	<p>Team games</p> <ul style="list-style-type: none"> • Developing simple tactics for attacking and defending • Cooperation, enjoyment, team work 	<p>OAA</p> <ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self- 	<p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-

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					rescue in different water-based situations.	rescue in different water-based situations.
PSHE	Theme 1: Created and Loved by God Health and Wellbeing <ul style="list-style-type: none"> Religious understanding of the human person: loving myself. Me, my body and my health Emotional well-being and attitudes Life Cycles and fertility 		Theme 2: Created to love others Relationships <ul style="list-style-type: none"> Religious understanding of human relationships: loving others Personal relationships Keeping safe and people who can help me 		Theme 3: Created to live in community (local, national and global) Living in the Wider World <ul style="list-style-type: none"> Religious understanding of the importance of human communities Living in the wider world Economic wellbeing: Money and aspirations, work and career 	
MFL	Unit 4 Les Animaux <ul style="list-style-type: none"> Ask and answer questions about pets. Understand masculine, feminine and plural form of nouns in relation to pets. Understand masculine and feminine form of adjectives in relation to pets. Read and understand short descriptions of pets. Write a short description (2 or 3 sentences) of their pet independently without support. 		Unit 5 Mon Anniversaire <ul style="list-style-type: none"> Ask someone when their birthday is. Say when their own is. Say two or 3 sentences about their daily routine. Describe the weather in different months and seasons. Memorise and perform a poem/song about the weather. Understand when they hear or read 2 or 3 sentences about daily routine, weather, months and or seasons. Use a writing frame to write an additional verse to a poem/song Write 2 or 3 of their own sentences about their daily routine and the weather. 		Unit 6 Le Monde <ul style="list-style-type: none"> Identify and pronounce accurately the names of some countries and towns. Be able to describe where they are today and where they are going tomorrow. Read and understand a postcard or email from a friend on holiday. Write 2 or 3 sentences describing the geographical location of different towns/ the weather in different places. Write a simple postcard with some support. 	