YEAR 4 CURRICULUM OVERVIEW (LTP) (Class 9 and 10)

Charnock Hall Primary Academy
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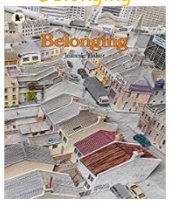
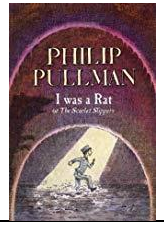
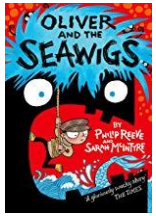
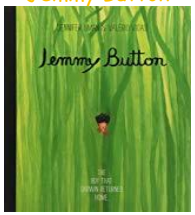
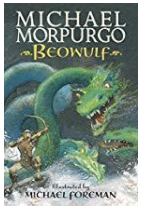
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic title	Road Trip USA	Burps Bottoms and Bile	Playlist	Blue Abyss	Traders and Raiders	1066
Super Start (hook)	Mark 14 US states on the school field for the children to 'visit': New York, Minnesota, North Dakota, Washington, Idaho, California, Arizona, Colorado, Nebraska, Texas, Louisiana, Florida, Tennessee and Virginia using only their state abbreviations. Spread the markers around the grounds in different locations, challenging the children to work in pairs to find all 14.	Visit a local dental surgery to meet the staff and talk to them about their work.	African drumming	Local library walk to research sea animals.	Raider day	Medieval Day
Fabulous Finish (learning celebration)	Learning Showcase	Create a **Giganta-gut!**	Visit to Showroom	Visit to The Deep	Visit to Jorvik	Role play re-enactment
Maths	Power Maths Unit 1 – Place Value Unit 2 – Place Value Unit 3- Addition & Subtraction	Power Maths Unit 4- Measure and perimeter Unit 5 & 6- Multiplication and Division	Power Maths Unit 7 – Measure – area Unit 8 & 9 – Fractions.	Power Maths Unit 10 & 11 – Decimals Unit 12 – Money	Power Maths Unit 13 – Time Unit 14 – Stats	Power Maths Unit 15 & 16 - Geometry.
English (POR Books)	Belonging 	I was a Rat! 	Firebird 	Oliver and the Seawigs 	Jemmy Button 	Beowulf 

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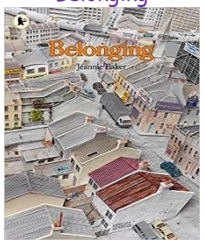
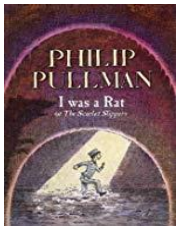
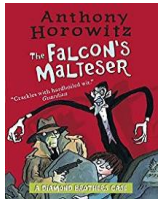
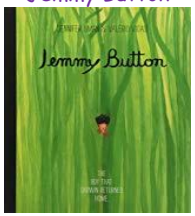
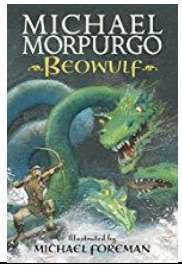
Book Study	Belonging 	I was a Rat! 	Falcons Malteaser Fiction 	Ponds Non-Fiction	Jemmy Button 	Beowulf 
Science	**Electricity** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Electricity Sc E 3 Y4 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. Electricity Sc E 4 Y4 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Electricity Sc E 5 Y4 Recognise some common conductors and insulators, and associate metals with being good conductors. Report on findings from enquiries, including oral and written explanations,	**Digestive System/Teeth** 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 Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Working scientifically Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	**Sound** 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. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	**Living things and their habitat/Animals including humans** Construct and interpret a variety of food chains, identifying producers, predators and prey. 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. Ask relevant questions and using different types of scientific enquiries to answer them. Make systematic and careful observations and, where appropriate, take	**Working scientifically** Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	**Working Scientifically** Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

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	displays or presentations of results and conclusions.	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.		accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.		
RE (Discovery R.E)	**Judaism** Relationship with God	**Christianity** What is the most significant part of the Nativity story for Christians?	**Judaism** How important is it for Jewish people to do what God asks them to do?	**Christianity** Is forgiveness always possible?	**Judaism** What is the best way for a Jew to show commitment to God?	**Christianity** Do people need to go to church to show they are Christians?
History	**Native Americans** Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.			**19th Century ocean exploration** Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	**Anglo-Saxons and Vikings** Learn about Britain's settlement by Anglo-Saxons and Scots.	**The Norman Conquest** Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Geography	**Study of USA** Describe and understand key aspects of physical geography, including: climate zones, biomes and		**Location of Countries** Use maps, atlases, globes and digital/computer mapping to locate countries	**Seas and Oceans of the world/Great Barrier Reef/ environmental issues** Describe and understand key aspects of human	**Using maps to discover settlements of Europe** Locate the world's countries, using maps to focus on Europe (including	**Human and physical features in the local area** Use fieldwork to observe, measure, record and present the human and

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	~~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.		and describe features studied.	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~~. 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). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	the location of Russia) and ~~North and South America~~, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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. Name and locate countries and cities of the United Kingdom, geographical regions and their 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.	physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Art	**Native American Art** Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		**Music inspired Art** Find out about great artists, architects and designers in history.	**Patterns and Print Making** Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range	**The Bayeux Tapestry** Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

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				Find out about great artists, architects and designers in history. Create sketch books to record their observations and use them to review and revisit ideas.	of materials [for example, pencil, charcoal, paint, clay]. Find out about great artists, architects and designers in history.	Find out about great artists, architects and designers in history.
DT	**American Cuisine** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques **Totem Pole Design** 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.	**Healthy Food** Understand and apply the principles of a healthy and varied diet. 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. **Working Models/Textiles** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	**Making Instruments** 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. 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. 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. Select from and use a wider range of materials and components, including construction materials,	**Jewellery and Weapon Making/Models of Anglo-Saxon homes/Clay Rune Stones** Understand how key events and individuals in design and technology have helped shape the world ~~Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].~~ Use ICT packages to create alternatives for an initial design. Describe the work of designs a favourite fashion and explain why they like their designs. Explain how fashions and fabrics have changed over time and how this has affected fashion. Explain	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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. 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 construction materials, textiles and ingredients, according to their	**Norman Helmets/Drawbridges and Castles/Domesday Book** Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 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. Evaluate their ideas and products against their own design criteria and consider

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		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 construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 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]. Apply their understanding of computing to program, monitor and control their products.	textiles and ingredients, according to their functional properties and aesthetic qualities. Use ICT packages to create alternatives for an initial design.	how the design of a product has changed over time.	functional properties and aesthetic qualities.	the views of others to improve their work. 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 construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
PSHE	**Expressing Opinions; Stereotypes and Discrimination** Being me in My World	**Healthy Body** Celebrating Differences	**Dreams and Goals**	**Healthy Me** Research, discuss and debate topical issues, problems and events.	**Relationships**	**Dealing with Conflict** Changing Me Recognise their worth as individuals by identifying positive things about

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	Talk and write about their opinions, and explain their views, on issues that affect themselves and society.					themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
Modern Languages	Spanish	Spanish	Spanish Appreciate stories, songs, poems and rhymes in the language.	Spanish	Spanish	Spanish
Physical Education	**Swimming** 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-rescue in different water-based situations.	**Swimming** 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-rescue in different water-based situations.	**Dance** Perform dances using a range of movement patterns 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-rescue in different water-based situations.	**Attack and Defence Games** 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-rescue in different water-based situations.	**Games** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. 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-rescue in different water-based situations.	**Target Games/Attack and Defence** Take part in outdoor and adventurous activity challenges both individually and within a team. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 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].

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						Perform safe self-rescue in different water-based situations. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
Music	**Traditional and Cultural Music** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	**Composing Lyrics** Improvise and compose music for a range of purposes using the interrelated dimensions of music.	**Music of the 20th Century** Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	

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			drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.			
Computing	**Scratch Simulation** 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. **Effective online research** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. **PowerPoint presentations** Select, use and combine a variety of software	**Algorithms** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	**Digital Recordings** 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.	**Stop-start Animation/Research digital images** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**Searching the Web/Presentations** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	(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.					