

# Sacred Heart

## Catholic Primary School

## Curriculum Overview Year 4



	Autumn		Spring		Summer	
	1	2	1	2	1	2
<b>Religion</b>	Creation and the story of Abraham to Joseph 4A	Advent 4C Christmas 4D	Jesus light of the world and Beloved Son (4E)	Lent: Living as followers of Jesus Today 4G  Holy week 4H	Easter 4I Pentecost 4J  Sharing in the life of Christ 4k	Jesus teaches us how to pray 4B  Special Roles and Responsibilities 4L
<b>Computing</b>	E-Safety & Communication	Word skills	Browser and using the internet	Keynote – ipad version of powerpoint)	Data Handling Excel	Pages – ipad version of publisher)
<b>Programming</b>	Advanced Scratch – Move turtle/Kodable		Combine lego and Scratch (Snapping Alligator)		Football Challenge	
<b>Science</b>	Animals including humans (Biology) Scientific Enquiry	Living things and their habitats (Biology) Scientific Enquiry	Electricity (Physics) Scientific Enquiry	States of Matter (Chemistry) Scientific Enquiry	Sound (Physics) Scientific Enquiry	Sound (Physics) Scientific Enquiry
<b>PE</b>	I- Dance O- Games – Net & Wall	I - Gymnastics – Balance O - Games – Invasion	I – Dance O - Games – Net/Wall	I - Gymnastics – Body Shape O - Games - Invasion	I - Athletics O - Games – striking/fielding	O - Athletics O - Games – striking/fielding Conkers Residential Trip
<b>Theme Title</b>	Yabbadabbado (Stone Age, Iron Age, Bronze Age)	It's a Roman Mystery (The Romans)	Around the World in eighty days (World Geography)	Viva La France (France)	Amazing Legends (Vikings and Anglo-Saxons – events up to 1066)	Dastardly Dragons (Volcanos and Earth structure)
<b>Geography Focus</b>			Yes	Yes		Yes
<b>History Focus</b>	Yes	Yes			Yes	

<b>Art Focus</b>	Yes Cave paintings	Yes Roman Mosaics Roman Pottery		Yes French Artist Focus - Modern Art/Salvador Dali		Yes Emotion in Art- The Scream
<b>Music</b>	Key Skill Focus	Key Skills Focus	Key Skills Focus	Key Skills Focus	Key Skills Focus	Key Skills Focus
<b>D and T</b>	Yes Pop-up Book		Yes Cookery		Yes Textiles	
<b>Languages</b>	French Progression of skills Sue O'Malley	French Progression of skills Sue O'Malley	French Progression of skills Sue O'Malley	French Progression of skills Sue O'Malley	French Progression of skills Sue O'Malley	French Progression of skills Sue O'Malley
<b>Personal Development</b>	New Beginnings	Getting on and Falling out	Going for Goals	Good to be Me	Relationships	Changes
<b>Entry/Exit Point</b>						
<b>Enrichment Opportunities (trips, visitors, artefacts)</b>						

## Specific Objectives (broken down for each theme)

Theme Title	Yabbadabbado (Stone Age, Iron Age, Bronze Age)	It's a Roman Mystery	Around the World in Eighty Days	Viva La France	Amazing Legends	Dastardly Dragons
<b>Geography</b>			Navigating the Globe <b>NC: Locational knowledge</b> <input type="checkbox"/> 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, and major cities  <input type="checkbox"/> 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)	<b>Locate Countries Compare UK regions Physical and human geography.</b> <b>NC: Locational knowledge</b> Locate the World's countries using maps to focus on Europe. Focus on key physical and human characteristics, countries and major cities <input type="checkbox"/>		<b>Volcanoes/Mountains Land formation Effect on local areas Plot on maps terrestrial and marine.</b> <b>NC: Human and physical geography</b> describe and understand key aspects of: <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
<b>History</b>	<b>NC: Changes in Britain from the Stone Age, Iron Age, Bronze age.</b> <input type="checkbox"/> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  <input type="checkbox"/> Bronze Age religion, technology and travel, for example, Stonehenge  <input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art and culture	<b>NC: The Roman Empire and its impact on Britain</b> Julius Caesar's attempted invasion in 55-54 BC <input type="checkbox"/> the Roman Empire by AD 42 and the power of its army <input type="checkbox"/> successful invasion by Claudius and conquest, including Hadrian's Wall <input type="checkbox"/> British resistance, for example, Boudica <input type="checkbox"/> Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity			<b>NC: Vikings and Anglo-saxons</b> Britain's settlement by Vikings, Anglo-Saxons and Scots <input type="checkbox"/> Scots invasions from Ireland to north Britain (now Scotland) <input type="checkbox"/> Anglo-Saxon invasions, settlements and kingdoms: place names and village life <input type="checkbox"/> Anglo-Saxon art and culture	
<b>Music</b>	<ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>▪ develop an understanding of the history of music</li> </ul>					

<b>Art and Design</b>	<ul style="list-style-type: none"><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</li><li>• Learn about great artists, architects and designers in history.</li></ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"><li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>• investigate and analyse a range of existing products</li><li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li><li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>• investigate and analyse a range of existing products</li><li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li><li>• understand and apply the principles of a healthy and varied diet</li><li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li><li>• understand seasonality and know where some ingredients are grown</li></ul>