



# Year 4 Curriculum Overview 2022-23

## Autumn 1<sup>st</sup> Half Term

	05.09.22	12.09.22	19.09.22	26.09.22	03.10.22	10.10.22	17.10.22
<b>Key Events</b>							
<b>Focus weeks</b>	PSHE	Art	Geography	History	Geography	Science	RE
<b>Room of Wonders/ Trip/ Visitor</b>							Discussing stories of Harvest in a setting.
<b>English</b>	Bill's New Frock				Please Mrs Butler		
<b>Maths</b>	Number and Place Value		Four operations				Fractions
<b>RE</b>	<b>Jesus Son of God</b> How do we know Jesus had power and authority?	<b>Jesus Son of God</b> Where did Jesus' power and authority come from?	<b>Jesus Son of God</b> How do the actions of Jesus show that he is the Son of God?	<b>Jesus Son of God</b> How do the actions of Jesus show his divine nature?	<b>Jesus Son of God</b> How do these stories reveal Jesus to be the Son of God?	<b>Jesus Son of God</b> What do Christians believe about Jesus and God because of these events?	<b>Harvest</b> Why do we have harvest and how does it help others?
<b>PSHE</b>	<b>Welcome Back...</b> What about school feels the same and what feels different? How do we feel about being back at school?		<b>Families and Friendships</b> Can you talk about the features of positive healthy friendships such as mutual respect, trust and sharing interests?	<b>Families and Friendships</b> Can you use different strategies to build positive friendships?	<b>Families and Friendships</b> Do you know how to seek support with relationships if they feel lonely or excluded?	<b>Families and Friendships</b> Do you know how to communicate respectfully with friends when using digital devices? Can you understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone you don't know?	<b>Families and Friendships</b> Do you know what to do or whom to tell if you are worried about any contact online?



## Year 4 Curriculum Overview 2022-23

<b>Science</b>		<b>Sound</b> How are sounds made?	<b>Sound</b> How does sound travel to the ear?	<b>Sound</b> Are there patterns between the pitch of a sound and features of the object that produced it?	<b>Sound</b> Are there patterns between the volume of a sound and the strength of the vibrations that produced it?	<b>Sound</b> Do sounds get fainter as the distance from the sound source increases?	
<b>Geography</b>	<b>United Kingdom</b> Can you compare and contrast the different countries of the UK?		<b>United Kingdom</b> Can you identify where you live in the UK and locate the UK's major cities?		<b>United Kingdom</b> Can you identify physical characteristics of the United Kingdom?		<b>United Kingdom</b> Can you understand how people have affected the United Kingdom's landscape?
<b>History</b>		<b>Anglo Saxons</b> Where did the early Anglo Saxons live and how do we know?		<b>Anglo Saxons</b> What was the mystery of the empty Saxon graves?		<b>Anglo Saxons</b> Anglo Saxons – the coming of Christianity	
<b>Art &amp; Design</b>	<b>Storytelling Through Drawing</b> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.						
<b>D&amp;T</b>							
<b>Music</b>	<b>Singing and learning hymns</b>						
<b>Computing</b>	<b>I Program</b> I draw	<b>I Program</b> I Write	<b>I Program</b> I Shape up	<b>I Program</b> I Robot	<b>I Program</b> I Design	<b>I Program</b> I Follow	
<b>MFL</b>	<b>Salut - Playground</b>						



## Year 4 Curriculum Overview 2022-23

<b>PE</b>	<p>Pupils understand uses for electricity. Pupils can think creatively and create their own movement using words as inspiration.  <b>Encouragement - To motivate all group members to share ideas and create movement ideas.</b></p>	<p>Pupils can name the key components of an electrical circuit. Pupils can create and perform their own dance movements from the inspiration given, being as imaginative as possible.  <b>Encouragement - To support and reassure others to create a group sequence.</b></p>	<p>Pupils will demonstrate CANON and UNISON. Pupils will demonstrate developing performance skills.  <b>Encouragement - To support others to create a sequence and give constructive feedback.</b></p>	<p>Pupils can explain the difference between conductors and insulators. Pupils can demonstrate performance skills.  <b>Encouragement - To support and motivate each other to rehearse and refine group dance.</b></p>	<p>Pupils will have created a duet using increased choreographic skills.  <b>Encouragement - To work with and support a partner to create a duet.</b></p>
	<p>To demonstrate passing a ball using a one handed pass accurately.          To move into space after using a one handed pass in a game.  <b>Determination - To show determination by simply not giving up.</b></p>	<p>To pass a ball accurately to a teammate using a one handed bounce pass.          To demonstrate a simple tactic in a game.  <b>Determination - Keep trying to dribble a ball even if it is difficult.</b></p>	<p>To demonstrate passing a handball with some accuracy.          To find space to receive a pass.  <b>Determination - To show willpower when dribbling a handball.</b></p>	<p>To demonstrate one handed passing with some control          To use simple tactics to outwit an opponent.  <b>To evaluate how determined they were when dribbling and when playing a game.</b></p>	<p>To shoot a ball with accuracy.          To use tactics to outwit an opponent.  <b>Evaluation - To use the success criteria to identify strengths of the attacking team.</b></p>