



Year 4 Autumn 1 Curriculum Overview

YEAR GROUP:	4	TERM:	Autumn 1
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<u>LIVING THINGS AND EVOLUTION</u> -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. -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	<u>SKILLS AND FIELDWORK</u> -To 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.	Taught in Autumn 2	-To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -To use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -To 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.

<p>sometimes pose dangers to living things.</p> <ul style="list-style-type: none">-Construct and interpret a variety of food chains, identifying producers, predators and prey.			<ul style="list-style-type: none">-To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.-To know what to do if I see anything worrying online.-To know to choose a secure password and appropriate screen name when I am using a website.-To use more complicated input devices.-To know input devices need to be connected to a computer – including wirelessly.-To make good choices about which input devices match the task most appropriately including using data loggers.-To understand that some computers on a network serve particular functions, such as controlling printers or sharing files.-To explain how the school network works – pupil logins / shared folders / connection to printers.-To know it is managed by a server, which is locked away
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			<p>and runs on its own allowing computers to link to it.</p> <ul style="list-style-type: none"> -To use the formula wizard. -To use a spreadsheet for budgeting. -To break programs up into smaller parts. -To use logical thinking to identify and solve potential bugs during coding. -To use other programs as I code. -To create a programme that responds to the 'If / Else' command. -To create an algorithm modelling the sequence of a simple event. -To identify the risks and benefits of installing software including apps. -To understand that copying someone else's work is called plagiarism.
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<p><u>3D FORM</u></p> <ul style="list-style-type: none"> -To create sketch books 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 	<p>Taught in Autumn 2</p>	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<p><u>Swimming and water safety</u></p>

<p>materials [for example, pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> -To learn about great artists, architects and designers in history. <p><i>-To make informed choices about the 3D technique chosen.</i></p> <p><i>-To show an understanding of shape, space and form.</i></p> <p><i>-To plan, design, make and adapt models.</i></p> <p><i>-To talk about their work understanding that it has been sculpted, modelled or constructed.</i></p> <p><i>-To use a variety of materials.</i></p>		<ul style="list-style-type: none"> -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. -To develop an understanding of the history of music. 	
PSHE	RE	MFL	PE
<p><u>RELATIONSHIPS – SOCIAL: WHO ARE THESE PEOPLE?</u></p> <ul style="list-style-type: none"> -To explore different types of relationships. -To understand the difference between secrets and surprises. -To know about CP procedures. -To reflect on what we think about differences and how language can play a part in this. -To protect against cyber bullying. 	<p>Beliefs and Practices (Judaism)</p> <ul style="list-style-type: none"> -To understand the special relationship between Jews and God and the promises they make to each other. <p>Buddha's Teachings (Buddhism)</p> <ul style="list-style-type: none"> -To learn about the life of Buddha. -To explore how Buddha tried to be happy and stay happy. 	<ul style="list-style-type: none"> -To perform role play with name, age, where they live and nationality. -To listen and match numbers to their written form in Spanish. -To read role-plays and understand the content in Spanish. -To learn about adjectival agreement based on gender. 	<p><u>Invasion Games (Football)</u></p> <ul style="list-style-type: none"> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. -To play effectively in a variety of positions and formations on the pitch.

			<ul style="list-style-type: none">-To relate a greater number of attacking and defensive tactics to game play.-To become more skilful when performing movements at speed.-To choose and implement a range of strategies to attack and defend.-To perform a wider range of more complex skills.-To recognise and describe good individual and team performances.-To suggest, plan and lead simple drills for given skills.
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