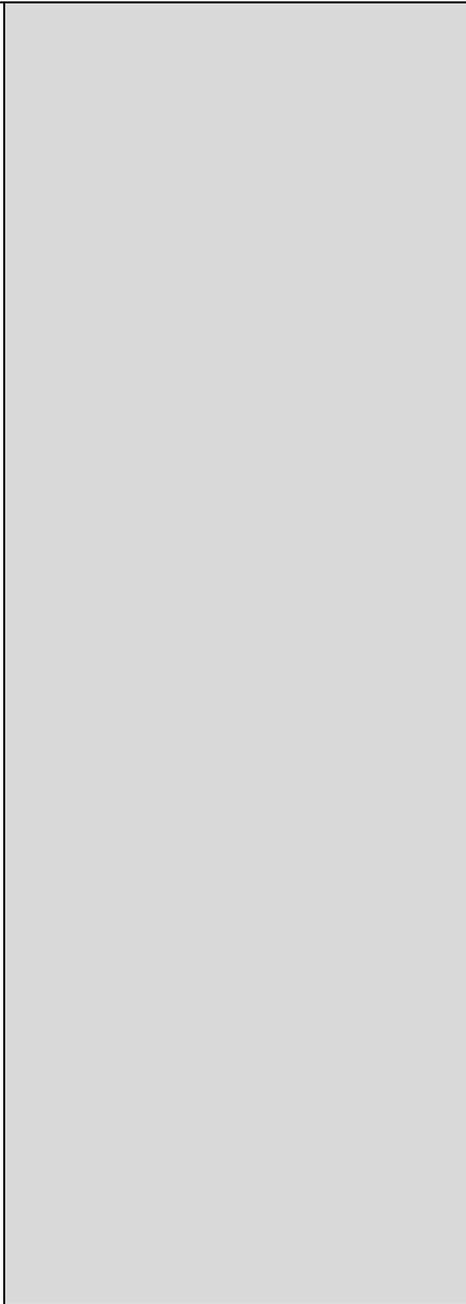




Year 4 Autumn 2 Curriculum Overview

YEAR GROUP:	4	TERM:	Autumn 2
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<p><u>LIVING THINGS AND EVOLUTION</u></p> <ul style="list-style-type: none"> -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 	<p>Taught in Autumn 1</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.</p> <p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<ul style="list-style-type: none"> -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.

sometimes pose dangers to living things.
-Construct and interpret a variety of food chains, identifying producers, predators and prey.



-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

			<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
Taught in Autumn 1	<ul style="list-style-type: none"> -To 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. -To generate, develop, model and communicate their ideas through discussion, annotated 	<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. 	<u>Swimming and water safety</u>

	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <ul style="list-style-type: none">-To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.-To 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.-To investigate and analyse a range of existing products.-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.-To understand how key events and individuals in design and technology have helped shape the world.-To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.-To understand and use mechanical systems in their products [for example, gears,	<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.	
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	<p>pulleys, cams, levers and linkages].</p> <p>-To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p>		
PSHE	RE	MFL	PE
<p><u>RELATIONSHIPS – EMOTIONAL:</u></p> <p><u>TAKING MORE CONTROL</u></p> <p>-To have experience of making informed choices.</p> <p>-To understand what might influence my choices.</p> <p>-To recognise that I may experience conflicting emotions.</p> <p>-To be reminded that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.</p> <p>-To reflect on and celebrate my achievements.</p> <p>-To identify areas for improvements.</p> <p>-To deepen the understanding of good and not so good feelings.</p> <p>-To extend vocabulary to enable further explanation of emotions and feelings.</p>	<p>Christmas –Incarnation (Christianity)</p> <p>-To understand symbolism in the Christmas story.</p> <p>-To think about what the different parts of the Christmas story mean to Christians today.</p>	<p>-To present orally on you or your family.</p> <p>-To read and understand a longer text about a family.</p> <p>-To write a presentation about you or a family member.</p> <p>-To explore different possessives for first and third person singular.'</p>	<p><u>Invasion Games (Basketball)</u></p> <p>-To use running, jumping, throwing and catching in isolation and in combination.</p> <p>-To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>-To recap different types of passing (chest, bounce, shoulder) to get into shooting positions.</p> <p>-To be able to aim for the square above the hoop on the backboard.</p> <p>-To improve technique to shoot – generate power by throwing upwards from about chest height.</p> <p>-To keep the ball close when dribbling to enable a swift transfer into a pass.</p> <p>-To be able to use the appropriate type of pass with the correct technique. E.g.</p>

			<p><i>bounce pass if there is a defender by you, shoulder pass if it's a longer pass.</i></p> <ul style="list-style-type: none"><i>-To use appropriate shooting technique when in the correct areas to shoot.</i><i>-To be able to work together by creating space for teammates to receive the ball from them.</i>
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