



Year 4 Spring 1 Curriculum Overview

YEAR GROUP:	4	TERM:	Spring 1
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<p><u>LIGHT, EARTH AND SPACE</u></p> <ul style="list-style-type: none"> -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. -Describe the movement of the Moon relative to the Earth. -Describe the Sun, Earth and Moon as approximately spherical bodies. -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. -Recognise that they need light in order to see things and that dark is the absence of light. -Notice that light is reflected from surfaces. -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. -Recognise that shadows are formed when the light from 	<p>Taught in Spring 2</p>	<p>The Roman Empire and its impact on Britain.</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<ul style="list-style-type: none"> -To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -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. -To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <i>-To make good choices about how long I spend online.</i> <i>-To respect what other</i>

<p>a light source is blocked by an opaque object.</p> <ul style="list-style-type: none"> -Find patterns in the way that the size of shadows change. -Recognise that appears to travel in straight lines. -Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. -Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 			<p>people present on the internet.</p> <ul style="list-style-type: none"> -To understand that what I say or post on the internet might be copied, shared and stored by others. -To use different software programs and different types of hardware I can use a range of programs to complete a task. -To understand how search engines order their search results. -To know children should search child friendly website only. Eg Google for Kids, Kid Splorer, Kiddle. -To know keywords will appear on all listed websites. The higher ranked websites are more reliable. -To understand keywords can mean more than one thing. -To use text formatting to make a piece of writing fit for purpose. -To use 2Connect to mindmap ideas. -To use the language of Logo. -To use Logo instructions to create a picture.
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE

<p><u>DRAWING/PAINTING</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 materials [for example, pencil, charcoal, paint, clay]. -To learn about great artists, architects and designers in history. <p><i>-To plan, refine and alter drawings as necessary.</i></p> <p><i>-To use sketch books to collect and record visual information from different sources.</i></p> <p><i>-To draw for a sustained period of time at their own level.</i></p> <p><i>- To mix a variety of colours and know which primary colours make secondary colours.</i></p> <p><i>-To use a developed colour vocabulary.</i></p> <p><i>- To experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</i></p> <p><i>-To work confidently on a range of scales e.g. thin brush on small picture etc.</i></p>	<p>Taught in Spring 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. -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. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>-To become increasingly competent and confident to perform skills more consistently.</i></p> <p><i>-To be able to perform in time with a partner and group.</i></p> <p><i>-To use compositional ideas in sequences such as changes in height, speed and direction.</i></p> <p><i>-To develop an increased range of body actions and shapes to include in a sequence.</i></p> <p><i>-To define muscles groups needed to support the core of their body.</i></p> <p><i>-To refine taking weight on small and large body parts, for example hand and shoulder.</i></p>
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<p><u>HEALTH AND WELLBEING – HELPING OTHERS TO KEEP SAFE</u></p> <ul style="list-style-type: none"> -To explain more risks in our locality. -To talk about how to manage those risks. -To understand how to call for emergency aid. -To undertake basic first aid procedures. -To be confident to undertake first aid procedures. -To say what is meant by the term habit. -To explain why habits can be hard to change. 	<p>Passover (Judaism)</p> <p><i>-To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</i></p> <p>The 8-fold path/Buddha's Teachings (Buddhism)</p> <p><i>-To learn about the teachings of the Buddha and explore what he taught about change.</i></p> <p>*** Trip: Buddhist Temple</p>	<p><i>-To give an oral presentation of life as a Roman.</i></p> <p><i>-To listen and understand Spanish around the topic of 'The Romans'.</i></p> <p><i>-To understand and reorder the events of a story.</i></p> <p><i>-To write a diary entry as a Roman child.</i></p>	<p><u>Dance – Storytelling/Lyrical patterns</u></p> <ul style="list-style-type: none"> -To perform dances using a range of movement patterns. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. -To understand music and content of emotion. -To understand how to deliver emotion through the body. -To understand rhythmic patterns and sequencing. -To develop phrasing and framework. -To identify the structure of choreography, identify its genre and have a basic idea of how to compose and create. -To establish a relationship between movement and cross curricular interpretation.