



Year 4 Spring 2 Curriculum Overview

YEAR GROUP:	4	TERM:	Spring 2
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<u>LIGHT, EARTH AND SPACE</u> -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	<u>HUMAN AND PHYSICAL GEOGRAPHY</u> -To describe and understand key aspects of physical geography, including climate zones and biomes.	Taught in Spring 1	-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><i>people present on the internet.</i></p> <ul style="list-style-type: none"><i>-To understand that what I say or post on the internet might be copied, shared and stored by others.</i><i>-To use different software programs and different types of hardware I can use a range of programs to complete a task.</i><i>-To understand how search engines order their search results.</i><i>-To know children should search child friendly website only. Eg Google for Kids, Kid Splorer, Kiddle.</i><i>-To know keywords will appear on all listed websites. The higher ranked websites are more reliable.</i><i>-To understand keywords can mean more than one thing.</i><i>-To use text formatting to make a piece of writing fit for purpose.</i><i>-To use 2Connect to mindmap ideas.</i><i>-To use the language of Logo.</i><i>-To use Logo instructions to create a picture.</i>
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ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<p>Taught in Spring 1</p>	<p>Cooking</p> <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 sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. -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. 	<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>Dance - Contemporary</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. <p><i>-To perform contemporary phrases set to develop fluidity and dexterity.</i></p> <p><i>-To introduce floor work – release-based method.</i></p> <p><i>-To understand the bodies abilities and capabilities.</i></p> <p><i>-To verbally identify techniques without visually displaying.</i></p> <p><i>-To strengthen core muscles through understanding of engagement, dexterity, basic motor skills and articulation of stretch exercises.</i></p>

	-To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		
PSHE	RE	MFL	PE
<u>BEING A RESPONSIBLE CITIZEN – THE ENVIRONMENT</u> -To have a greater understanding of the term 'environment' and see how this applies to both local and global communities. -To know a range of factors that improve or harm the natural environment. -To be aware of a variety of institutions that support the environment. -To begin to understand that resources are allocated in different ways and that economic choices affect the sustainability of the environment. -To be aware of a range of different environmental concerns, both locally and globally. -To be able to research and discuss my recommendations	Easter – Salvation (Christianity) -To understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	<i>-To understand and say phrases in Spanish about classroom items.</i> <i>-To read and write phrases in Spanish about classroom items using phrases 'I have...' and I don't have...'</i> <i>-To explore the use of the indefinite article in Spanish.</i> <i>-To use the negative when saying 'I do not have...'</i>	Athletics -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>-To select and maintain a running pace for different distances.</i> <i>-To practise throwing with power and accuracy.</i> <i>-To throw safely and with understanding.</i> <i>-To demonstrate good running technique in a competitive situation.</i> <i>-To explore different footwork patterns.</i> <i>-To understand which technique is most effective when jumping for distance.</i>

<p>for improving the environment. -To be able to look at alternatives and explain my choices.</p>			<p><i>-To utilise all the skills learned in this unit in a competitive situation.</i></p>
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