



Year 4 Summer 1 Curriculum Overview

YEAR GROUP:	4	TERM:	Summer 1
SCIENCE	GEOGRAPHY	HISTORY	COMPUTING
<p><u>IRREVERSIBLE CHANGES</u></p> <ul style="list-style-type: none"> -Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. -Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 	<p>Taught in Summer 2</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The Tudor Monarchy</p> <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>	<ul style="list-style-type: none"> -To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. -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,

			<p>evaluating and presenting data and information.</p> <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. <p><i>-To know you should comment positively and respectfully online and through text messages.</i></p> <ul style="list-style-type: none">-To recognise that websites use different methods to advertise products.-To choose websites and games that are appropriate for my age.-To use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency-To create a simple animation.-To explore stop motion animation.-To structure search queries to locate specific information.-To assess whether an information source is true and reliable.-To understand the different parts that make
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			up a computer.
ART AND DESIGN	DESIGN AND TECHNOLOGY	MUSIC	PE
<u>PATTERN</u> -To create 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. <i>-To explore patterns in the environment.</i> <i>-To make patterns on a range of surfaces.</i> <i>-To use ICT.</i> <i>-To explore symmetry.</i>	Taught in Summer 2	-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.	<u>Athletics</u> -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> <i>-To utilise all the skills learned in this unit in a competitive situation.</i>
PSHE	RE	MFL	PE
<u>ECONOMIC WELLBEING – WORK AND MONEY</u>	Rites of Passage and good works	-To identify verbs, adjectives and nouns in Spanish.	<u>Invasion Games (Hockey)</u>

<ul style="list-style-type: none"> -To know why I might need money in the future. -To know there is a range of jobs-paid and unpaid. -To describe different jobs that I might do to earn money when I am older. -To understand that some jobs pay more than others. -To know about a range of different savings accounts and can explain how I might use financial institutions to make the most of my money. -To begin to understand that managing money is complex and there are people who can help. -To know that if you don't have enough money, you can borrow, but you have to pay it back. -To understand you can pay for things without having enough money and this has consequences. -To know what charities are for and how they can help others. -To understand the benefits of giving to charities – to how I feel and to the charities. 	<p>(Judaism)</p> <p><i>-To understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</i></p>	<ul style="list-style-type: none"> <i>-To describe the wives of Henry VIII.</i> <i>-To identify verbs, adjectives and nouns within an extended text.</i> <i>-To explore the past tense of verbs.</i> 	<ul style="list-style-type: none"> -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. -To be able to be able to combine basic hockey skills such as dribbling and push pass. -To be able to confidently select and apply skills in a game situation. -To begin to play effectively in different positions on the pitch including in defence. -To increase power and strength of passes, moving the ball over longer distances. -To choose and implement a range of strategies and tactics to attack and defend. -To combine and perform more complex skills at great speed. -To recognise and describe good individual and team performances. -To suggest, plan and lead a warm up as a small group.
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