



Neroche Community Primary School Year 4 Curriculum Programmes 2021-2022



History and Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Area	History	Geography	History	Geography	History	Geography
Title	Through the Ages	Somewhere to Settle	Anglo-Saxons and Scots	Our Changing World	The Victorians	Comparing Countries
Objectives	<p>Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include:</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory)</p> <p>This could include:</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of the changing make-up of the United Kingdom</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory)</p> <p><i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></p>	<p>locate the world's countries, using maps to study:</p> <ul style="list-style-type: none"> - Europe – Countries in the Scandinavian sub region. - A South American country. <p>... concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

Art & Design and Design Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Area	DT	Art	DT	Art	Art	DT <i>Cooking and Nutrition</i>
Title	Storybooks	Seurat and Pointillism	Money Containers	Recycled Art	William Morris	American Food
Objectives	<p><u>Design</u> 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes</p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks</p> <p><u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><u>Technical knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>About great artists, architects and designers in history.</p>	<p><u>Design</u> 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches and computer-aided design</p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key individuals in design and technology have helped shape the world</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>About great artists, architects and designers in history.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scientific Enquiry Skills	States of matter	Animals including humans	Living things and their habitats	Electricity	Sound
<ul style="list-style-type: none"> ♣ asking relevant questions and using different types of scientific enquiries to answer them ♣ setting up simple practical enquiries, comparative and fair tests ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ identifying differences, similarities or changes related to simple scientific ideas and processes ♣ using straightforward scientific evidence to answer questions or to support their findings. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ compare and group materials together, according to whether they are solids, liquids or gases ♣ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 sometimes pose dangers to living things. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ identify common appliances that run on electricity ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ♣ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ♣ recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ identify how sounds are made, associating some of them with something vibrating ♣ recognise that vibrations from sounds travel through a medium to the ear ♣ find patterns between the pitch of a sound and features of the object that produced it ♣ find patterns between the volume of a sound and the strength of the vibrations that produced it ♣ recognise that sounds get fainter as the distance from the sound source increases.

Music

Autumn 1 - Instrument and Notation		Spring 1 – Beat and Pitch		Summer 1 – Exploring Sounds and Performance	
Week 1 = External Music Tuition (Flute)	Week 5 = External Music Tuition (Flute)	Week 1 = <i>Musical Focus: Pitch (Singing in Spanish)</i> . INTENT: To sing in groups. To create descriptive music	Week 5 = <i>Musical Focus: Beat (Building)</i> . INTENT: To understand texture To learn about layered structure in a rhythmic ostinato piece To create rhythmic ostinati To accompany a melody with a drone	Week 1 = <i>Musical Focus: Exploring Sounds (Sounds)</i> . INTENT: To learn about classifying instruments by the way sounds are produced. To learn some simple beatboxing sounds. To sing a song and add beatboxing sounds.	Week 5 = <i>Musical Focus: Performance (Poetry)</i> . INTENT: To use beatbox techniques to imitate the sound of a drum kit. To perform a rap with a vocal beatbox accompaniment.
Week 2 = External Music Tuition (Flute)	Week 6 = External Music Tuition (Flute)	Week 2 = <i>Musical Focus: Pitch (Singing in Spanish)</i> . INTENT: To sing in a minor key in groups. To develop descriptive song accompaniments	Week 6 = <i>Musical Focus: Beat (Building)</i> . INTENT: To describe the structure of a piece of orchestral music To read a clock score to play a piece combining drone and melodic ostinati To use rondo structure to build a performance	Week 2 = <i>Musical Focus: Exploring Sounds (Sounds)</i> . INTENT: To learn about aerophones. To learn to sing partner songs	Week 6 = <i>Musical Focus: Performance (Poetry)</i> . INTENT: To perform a poem with rhythmic accuracy (choral speaking). To devise a rhythmic accompaniment based on repeated text fragments. To balance voices in a performance.
Week 3 = External Music Tuition (Flute)	Week 7 = External Music Tuition (Flute)	Week 3 = <i>Musical Focus: Pitch (Singing in Spanish)</i> . INTENT: To sing in two parts with accompaniment. To perform repeated rhythms. To combine tuned percussion, untuned percussion and singing.		Week 3 = <i>Musical Focus: Exploring Sounds (Sounds)</i> . INTENT: To learn about classifying instruments by the way sounds are produced. To explore the combined expressive effects of different instrument groups.	Week 7 = <i>Musical Focus: Performance (Poetry)</i> . INTENT: To complete extended learning activity for lesson 2 – To use what they have learnt and explore beatbox rhythm accompaniments to some of the other strongly rhythmic poems the children are learning.
Week 4 = External Music Tuition (Flute)	Week 8 = External Music Tuition (Flute)	Week 4 = <i>Musical Focus: Beat (Building)</i> . INTENT: To learn about verse and chorus song structure To combine four body percussion ostinati as a song accompaniment		Week 4 = <i>Musical Focus: Performance (Poetry)</i> . INTENT: To look at music notation with reference to metre and accent. To build an extended performance piece from a poem. To use canon and ostinati as accompaniments. To pay attention to notation, accent, diminuendo and balance.	

Religious Studies

Autumn 2	Spring 2	Summer 2
Unit 3: What do Hindu people believe about Dharma, Deity and Atman?	Unit 4: What do Christians believe about Salvation? (Links with Easter)	Unit 6: What do Christians believe about Agape?

PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Country Running	Netball	Dance/Yoga	Tennis	Cricket (throwing, catching and hitting)	Athletics
Hockey	Tag Rugby/Football	Gymnastics	Outdoor Education	Racket Sports (e.g. badminton and table tennis)	Rounders (throwing, catching and hitting)

Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Programming Multimedia	Data Handling Internet Safety	Programming	Multimedia Internet Safety	Data Handling	Internet Safety Programming