

Year 4 curriculum

Reading/Writing

We embed the writing/reading curriculum- taken from the reach south KPIs throughout the Integrated curriculum and Reading lessons.

As you will see in the project overviews we ensure we are building the Year 3 curriculum and embedding the key skills required for learning in Year 4, which we continue to throughout all projects in the year and we build up on introducing and revisiting new learning for the year 4 curriculum e.g. subordinating conjunctions, using rich and varied vocabulary and fronted adverbials. For example- we introduce the concept of rich and varied vocabulary in the “Circle of Life” project unit, which we build on in the Land of Fire and Ice unit and then revisit in the other projects as well as bringing in the other skills they need to know or could access.

All projects, have a fiction text focus and non-fiction focus. So, there is a balance between different provisions.

Science

Electricity (Fun at the Fair)

- To identify common appliances that run on electricity
- To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- To 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
- To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- To recognise some common conductors and insulators, and associate metals with being good conductors.

Sound (Lights, Camera, action)

- To recognise that they need light in order to see things and that dark is the absence of light
- To notice that light is reflected from surfaces
- To recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- To recognise that shadows are formed when the light from a light source is blocked by a solid object
- To find patterns in the way that the size of shadows changes.
- To identify how sounds are made, associating some of them with something vibrating
- To recognise that vibrations from sounds, travel through a medium to the ear
- To find patterns between the pitch of a sound and features of the object that produced it
- To find patterns between the volume of a sound and the strength of the vibrations that produced it
- To recognise that sounds, get fainter as the distance from the sound source increases.
- To 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
- To 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

To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Living Things and their Habitats (Circle Of Life)

- To recognise that living things can be grouped in a variety of ways
- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- To recognise that environments can change and that this can sometimes pose dangers to living things
- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Animals, Including Humans (Circle of Life/Land of Fire and Ice)

To construct and interpret a variety of food chains, identifying producers, predators and prey.

Art and Design- It's off to work we go/ Land of Fire and Ice

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ♣ 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,

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Design

- ♣ 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 **Fun at the Fair**
- ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams **Fun at the Fair**

Make

- ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **Fun at the Fair**
- ♣ 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 **Fun at the Fair/ Spice 'n' tice**

Evaluate

- ♣ investigate and analyse a range of existing products **Fun at the Fair/ Spice 'n' tice**
- ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Fun at the Fair/ Spice 'n' tice**

Technical knowledge

- ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Fun at the Fair

- ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] **Fun at the Fair**
- ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] **Fun at the Fair**
- ♣ apply their understanding of computing to program, monitor and control their products.

Geography- Land of Fire and Ice/Romans

Locational knowledge

- ♣ locate the world's countries, using maps to focus on Europe

Human and physical geography

- ♣ describe and understand key aspects of:
- ♣ physical geography, including: volcanoes

Geographical skills and fieldwork

- ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs

History- Romans

- Know To know about the past in terms of periods e.g. Stone Age, Bronze Age, Iron Age, Roman Britain.
- Know that BCE is Before common era. CE is common era. (BC/AD)
- Know some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, and Boudicca's revolt.
- Know about the rise and fall of the Roman Empire. Know the names of Roman weapons used in battle.
- Know the impact of the Roman invasion has agriculture, technology, trade and their justice system.
- Know about the life of Roman soldiers, Boudica, British children and female citizens in the Roman era.
- Know the impact of the Roman invasion has agriculture, technology, trade and their justice system.