

**Year: 4**

# Curriculum Overview 2021-2022

**Term: Autumn**

	<b>Autumn 1: Overview Title: Boudica, Battle, Buzzer!!</b>							<b>Autumn 2: Overview Title: I can explain why it's shocking!</b>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English Book</b>	How to train a Dragon							The Lighthouse, Literacy Shed, Until I met Dudley						
<b>English - Genres</b>	Stories with historical/mythical settings							Explanation texts			Report writing / News report		Poetry	
<b>English - Knowledge &amp; Skills</b>	Throughout this unit of work, the children will carry out a variety of different types of writing including <ul style="list-style-type: none"> <li>• Creating Settings using adjectives and expanded noun phrases</li> <li>• Instructions using time conjunctions</li> <li>• Writing character descriptions using verbs, adverbs and expanded noun phrases</li> <li>• Developing dialogue (direct speech) punctuating with inverted commas</li> <li>• Writing a story based on the book, using paragraphs to organise their writing</li> <li>• Diary Recount writing in the first person.</li> </ul>							This unit of work focuses on explanation texts. The children will need to tune into their inventive side because they will be exploring the features of this type of text, designing their own invention and will ultimately create their own explanation texts for their design. The children will be exposed to a range of different and stimulating creations to help inspire them throughout this unit.			This unit of work focuses on the short film 'The Light House.' The children will be writing a news report for a radio broadcast/ website. Pupils will explore the format of news reports. Write, edit and finally record a podcast for their report.		Is this short unit the children will be exploring language choices in poetry, in particular similes and metaphors, discovering the effect they have on the reader. They will be reading, writing and performing performance poetry.	
<b>Science – Unit</b>	Electricity							States of matter						
<b>Science - Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>							<ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>						
<b>History – Unit</b>	Romanisation of Britain													
<b>History- Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>describe</b> the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius;</li> <li>• <b>Understand through explanation</b> the motives for Emperor Claudius to invade and occupy Britain in AD 43;</li> <li>• <b>Interpret</b> primary sources of historical evidence to <b>describe</b> the physical appearance of Boudica and make a <b>judgment</b> about the <b>causes and effects</b> of her harsh treatment by the Romans;</li> </ul>													

	<ul style="list-style-type: none"> <li>● <b>Compare and contrast</b> the armies of Boudica and the British Roman governor Paulinus and <b>predict</b> the likely outcome of their battle and <b>justify</b> their decision;</li> <li>● <b>Distinguish</b> between historical evidence and legend and folklore in relation to the ‘historical’ figures of King Arthur or Robin Hood;</li> <li>● <b>Explain</b> what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain;</li> <li>● <b>Identify</b> and <b>describe</b> the key features of the layout of typical Roman towns in Britain and <b>explain</b> why historians know so much about how they were designed and built;</li> <li>● <b>Describe</b> what a gladiator was and what occurred at gladiatorial games;</li> <li>● <b>Explain</b> who ianistae were and why they owned and trained gladiators in private schools;</li> <li>● <b>Understand through explanation</b> why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians; <b>Explain</b> why some Romans held different perspectives about gladiatorial games and how they <b>justified their viewpoints</b>.</li> </ul>		
<b>Geography - Unit</b>			<b>Why do some earthquakes cause more damage?</b>
<b>Geography Knowledge &amp; Skills</b>			<ul style="list-style-type: none"> <li>● <b>Locate</b> and <b>describe</b> the effects of the Christchurch earthquake of 2011 from a range of sources;</li> <li>● <b>Observe</b> and <b>record</b> the distribution of earthquakes in New Zealand over the past two hundred years;</li> <li>● <b>Identify, describe</b> and <b>explain</b> the causes of earthquakes;</li> <li>● <b>Describe</b> and <b>explain</b> why New Zealand experiences earthquakes when they don’t occur at all in many other areas of the world;</li> <li>● <b>Understand through explanation</b> and <b>reaching conclusions</b> why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction;</li> <li>● <b>Identify, describe</b> and <b>explain</b> the causes of volcanoes;</li> <li>● <b>Explain</b> why volcanoes often occur at the same location as earthquakes in places such as New Zealand;</li> </ul>
<b>ICT – Unit</b>	<b>E-safety</b>	<b>Digital Literacy, Word processing</b>	<b>Coding, Scratch</b>
<b>ICT - Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>● Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</li> <li>● How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</li> </ul>	<ul style="list-style-type: none"> <li>● Can amend text using find and replace.</li> <li>● Can insert a table, split and merge cells.</li> </ul>	<ul style="list-style-type: none"> <li>● To write a set of instructions to control a sprite.</li> <li>● To understand and experiment with Scratch.</li> <li>● To know how to change a background and sprite</li> <li>● To write a set of instructions to create a game including how to set scores.</li> </ul>

<b>RE – Unit</b>	How special is the relationship Jews have with God?	What is the most significant part of the nativity story for Christians today?
<b>RE - Knowledge &amp; Skills</b>	<p>To understand the special relationship between Jews and God and the promises they make to each other.</p> <ul style="list-style-type: none"> <li>• How special is the relationship Jews have with God?</li> <li>• Do sacred texts have to be ‘true’ to help people understand their religion?</li> <li>• Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)</li> </ul>	<p>To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p> <ul style="list-style-type: none"> <li>• What is the most significant part of the Nativity story for Christians today?</li> <li>• Do sacred texts have to be ‘true’ to help people understand their religion?</li> <li>• Can the arts help to communicate religious beliefs? (Believing/Belonging)</li> </ul>
<b>PHSE – Unit</b>	Being in my world	Celebrating difference
<b>PHSE - Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• I know my attitudes and actions make a difference to the class team</li> <li>• I know how to use my Jigsaw Journal</li> <li>• I understand who is in my school community, the roles they play and how I fit in</li> <li>• I understand how democracy works through the school council</li> <li>• I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them</li> <li>• I understand how groups come together to make decisions</li> <li>• I understand how democracy and having a voice benefits the school community</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that, sometimes, we make assumptions based on what people look like</li> <li>• I understand what influences me to make assumptions based on how people look</li> <li>• I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure</li> <li>• I can tell you why witnesses sometimes join in with bullying and sometimes don’t tell</li> <li>• I can identify what is special about me and value the ways in which I am unique</li> <li>• I can tell you a time when my first impression of someone changed when I got to know them</li> </ul>
<b>ART- Unit</b>	Pointillism	
<b>ART - Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• To find out who Georges Seurat was and explore his style of art.</li> <li>• To explore how to create art in the style of pointillism.</li> <li>• To explore how Seurat used colours in his artwork.</li> <li>• To explore Seurat’s paintings and how he created effects and shading.</li> <li>• To explore the work of other Pointillist artists.</li> <li>• To be able to create a piece of pointillism artwork.</li> </ul>	
<b>DT- Unit</b>		Roman Catapults
<b>DT - Knowledge &amp; Skills</b>		<ul style="list-style-type: none"> <li>• appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• 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</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>

<b>PE- Unit</b>	Football		Invasion games		
<b>PE - Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>perform dribbling skills with accuracy, confidence and control</li> <li>perform passing skills with accuracy, confidence and control</li> <li>develop a broader range of techniques for attacking and defending.</li> <li>apply skills learnt (dribbling, passing, attacking and defending) to game situations</li> </ul>		<ul style="list-style-type: none"> <li>Acquiring and developing skills</li> <li>To consolidate and improve the quality of their techniques and their ability to link movements</li> <li>Selecting and applying skills, tactics and compositional ideas</li> <li>to improve their ability to choose and use simple tactics and strategies</li> <li>Knowledge and understanding of fitness and health</li> <li>Evaluating and improving performance</li> <li>To describe and evaluate the effectiveness and quality of performance</li> <li>To use what they have learned to improve their work</li> </ul>		
<b>Maths – Unit</b>	Number – place value	Number- addition and subtraction		Number – multiplication and division	Measurement- Area
<b>Maths - Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9. 25 and 1000.</li> <li>Find 1000 more or less than a given number. Count backwards through zero to include negative numbers.</li> <li>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</li> <li>Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations.</li> <li>Round any number to the nearest 10, 100 or 1000.</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> <li>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>Estimate and use inverse operations to check answers to a calculation.</li> <li>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</li> </ul>		<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for multiplication tables up to 12 x 12.</li> <li>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</li> <li>Recognise and use factor pairs and commutativity in mental calculations.</li> <li>Multiply two digit and three digit numbers by a one digit number using formal written layout.</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul>	<ul style="list-style-type: none"> <li>Find the area of rectilinear shapes by counting squares.</li> </ul>
<b>Further Learning and Cultural Capital experiences</b>	Thursday 10 <sup>th</sup> November - Lullingstone Roman Villa and workshop Author Chris Allton Visit 29 <sup>th</sup> September Outdoor Learning experience- Science Charity work- Children in Need		Community Halloween, Remembrance and Christmas project Harvest community celebrations led by pupils and St Marys- RE Charity work- Save the Children Anti-bullying week activities and workshop		
<b>Outdoor Learning / Eco opportunities</b>	Roman roads Solids/liquid/gases role play.				

Scavenger hunt different matters.  
Use medicinal herbs to create ointments