Curriculum Overview – 2019-20 YEAR 4

Ongoing Curriculum: Working scientifically objectives run throughout the year.

Identity and Culture:
How do communities worK?
Can we share skills to help build relationships in our community?
Do pupils have skills that they could share with other members of the community? Gaming/ word processing/learning another language with older members of the community.
Write a biography of another member of the community for them to share with their family.
Texts: Everything You Need to Know About Snakes
Fantastically Great Women Who Changed the World.

Geography:
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom , a region in a European country.

Computing: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

PSHE: Families, Friendships and Relationships

RE: L2.11 How and why do people mark the significant events of life?
L2.12 How and why do people try to make the world a better place?

Outcome: Skills directory to draw on for the school.

English -
Explaining a skill
Biography on a person in the local community

Science:
Pupils should be taught to:
- 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

Conflict & Resolution:
Is conflict the end of the world?
History: Bronze Age to Iron Age- hand tools and developed weapons

Environmental Activists? Greta Thunberg

Science: States of Matter
States of matter
Pupils should be taught to:
- 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

Working Scientifically
- recording findings using simple scientific language, drawings, labelled diagrams
- setting up simple practical enquiries, comparative tests

RE: Christmas, Divali

- How does the Diwali story link to a Hindu deity?
- What do Hindus believe God is like?

What was life like before electricity?

Torquay Museum?
PSHE: Citizenship, Responsibility and Leadership - Climate change objectives
PSHE: Following the Law, Staying Safe and Overcoming Peer Pressure: Bullying.
Computing: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

https://www.tynker.com/hour-of-code/candy-quest

	Environment and Sustainability **Geography:** • physical geography, including: climate zones, biomes and vegetation belts • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (KS1 revision and elicitation). • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Science: Living things and their habitats/Animals, including humans:** • construct and interpret a variety of food chains, identifying producers, predators and prey • Living things and their habitat **PSHE: Citizenship, Responsibility and Leadership:** • To reflect on how to be an effective citizen in a local context and at a greater scale. (choosing less plastic) • To understand the way countries around the world are led and managed. • To broaden knowledge of the impact of our actions in the future in terms of climate change and sustainability Art; Use sketchbooks to collect, record and evaluate ideas • Improve mastery of techniques such as drawing, painting and sculpture with varied materials • Learn about great artists, architects & designers DT: Understand seasonality; prepare & cook mainly savoury dishes	**Enterprise and Innovation** Geography: • 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 • use fieldwork to observe, measure, record and present the human and physical features of a location in a European country using a range of methods, including sketch maps, plans and graphs, and digital technologies. https://globaldimension.org.uk/subject/curriculum-subjects/geography/page/5/ https://www.cdec.org.uk/what-we-offer/projects/the-world-from-our-doorstep/ **PSHE: Trade, Food Growing and Fairness** **PSHE: Unit of Learning: Earning, Saving and Spending. PSHE Association Theme: Living in the Wider World** **Science:** **Electricity** Pupils should be taught to: • 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 DT: **Bean to Bar** **Fairtrade Fortnight from Monday 24th February to Sunday 8th March.**
	Health and Wellness- Olympics Link **Ancient Greece** **History:** Ancient Greece – a study of Greek life and achievements and their influence on the western world. **PSHE: Following the Law, Staying Safe and Overcoming Peer Pressure** **SRE: Christopher Winter** **Science: Living things and their habitats/Animals, including humans:**	**PSHE: Unit of Learning 6: Changes, Transitions and Maintaining Positivity** **Learning Outcomes:** • To reflect on emotional changes and changes to our feelings as we grow up. • To understand the physical changes to the human body over time. • To broaden knowledge of how we can aim for and achieve our ambitious goals Reasoning for order of units: Identity and culture - looking at the community and what makes a successful community. What skills are needed?

	-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** **DT:** Use research & criteria to develop products which are fit for purpose ● Use annotated sketches and prototypes to explain ideas ● Evaluate existing products and improve own work ● Use mechanical systems in own work	Conflicts and resolutions - within communities and what this looked like during the bronze age and iron age. Focus on how our conflicts are different now - environmental and global conflicts. Environment and sustainability - link back to how conflicts have an impact on the environment and how we as a community can make a change and improve global warming, plastic waste, etc... Enterprise and innovation - how we can be part of the solution in improving the environment and put back into it through fair trade, etc.... Health and wellness - Olympic games - sports communities.