


Ben Jonson Primary School Year Four Curriculum Overview

2018-2019

|  | Autumn Term | | Spring Term | | Summer Term | |
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| | Autumn 1 -7w | Autumn 2 -7w | Spring 1 – 5w | Spring 2 – 6w | Summer 1 | Summer 2 |
| Topics | Anglo Saxons and Vikings | | The Water Cycle | The Ancient Egyptians | Our World | Volcanoes |
| Outcome | | | Ancient Egyptian Museum | | | Make a volcano |
| Narrative Significant Author: Anthony Browne | Unit 2 Stories set in Imaginary/Fantasy Worlds | Unit 3 Diary entry | Significant authors Novels as a theme | The Lost Happy Endings Fiction | Myths | Stories set in a historical setting |
| Non-Fiction | Main outcome: Newspaper report on Pompeii | | Unit 3 Explanation | Non chronological Reports | Discussion Debate | |
| Poetry | Unit 1 Creating Images | | Poems Kennings & Cinquain | | Classical Poetry | |
| Text Based Units | Jack Stalwart Pompeii GR – Newspaper reports | Journey to Jo'burg GR – Oranges in No Man's Land LA – Journey to Jo'burg | Anthony Browne GR – Gorilla City | The Lost Happy Endings GR – A Visit to Egypt | St George and the dragon GR – How to Train Your Dragon | |
| Maths | Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Measurement: Area | | Number: Fractions Measure: Time Number: Decimals Measure: Money | | Measure: Perimeter and Length Geometry: Angles Geometry: Shape and Symmetry Geometry: Position and Direction Statistics Measure: Area and Perimeter | |
| Science | Sound * how sounds are made * vibrations travelling through a medium to the ear * identifying patterns – pitch, distance, volume Science Focus – identifying patterns, compare, explain, generalize | Living things and their habitats * classification keys * environmental changes and dangers to habitats Science Focus – observe, classify, explain Key text – The Window | States of matter * compare and group - solids, liquids & gases * heating & cooling, boiling point & freezing point * evaporation & condensation – water cycle * rates of evaporation Science Focus – full investigation, sorting, explain, measure, record, generalize | Animals, including humans * human digestive system * types and function of teeth * construct & interpret a variety of food chains, identifying producers, predators and prey. Science Focus – observe, compare, explain, label | Electricity * electrical appliances * simple series circuit * complete/incomplete circuits * switches * conductors & insulators Science Focus – observing patterns, sorting, explaining, record | |
| Visits/Visitors Focus Weeks | Natural History Museum | Soanes Centre-Food Chains Workshop | Water Cycle Workshop in School | British Museum- Egyptians | Docklands Museum-Invaders and Settlers Workshop | Electricity Workshop with RI in School. |
| Computing | Information Technology: Use search technologies effectively; internet searches and presenting information (digital presentations – PowerPoint) Digital Literacy: Computer networks Recognise acceptable/unacceptable behaviour: Acceptable Use Policy | Information Technology: Use search technologies effectively; internet searches and presenting information (digital presentations – PowerPoint) Digital Literacy: Computer networks Recognise acceptable/unacceptable behaviour: Acceptable Use Policy | Information Technology: Use search technologies effectively; internet searches and presenting information (digital presentations – PowerPoint) Digital Literacy: Computer networks Recognise acceptable/unacceptable behaviour: Acceptable Use Policy | Computer Science: Sequence in programs (Coding /Scratch) and Data Logging Information Technology: Collect and Present Data (Data Logging/Introduction to Spreadsheet) | Computer Science: Sequence in programs (Coding /Scratch) and Data Logging Information Technology: Collect and Present Data (Data Logging/Introduction to Spreadsheet) | Computer Science: Sequence in programs (Coding /Scratch) and Data Logging Information Technology: Collect and Present Data (Data Logging/Introduction to Spreadsheet) |
| Art | Mola Art from the Kuna Tribe in Panama – Preliminary Sketches Mola Art - Develop Work of Pattern, Form and Colour in a Variety of Media – Finish in Neon Paint Mola Art – Final Design in Paint. The Anglo Saxons Designing a Piece of Jewellery - Sketchbooks Final Designs for Jewellery in Clay Glaze Ware Georgia O Keefe/Tom Vendell Children Explore the Works of both Artists and Amazonian Botanical Drawings - Sketchbook Respond with Final Design, looking at Real Flowers. Viewfinder | Mola Art from the Kuna Tribe in Panama – Preliminary Sketches Mola Art - Develop Work of Pattern, Form and Colour in a Variety of Media – Finish in Neon Paint Mola Art – Final Design in Paint. The Anglo Saxons Designing a Piece of Jewellery - Sketchbooks Final Designs for Jewellery in Clay Glaze Ware Georgia O Keefe/Tom Vendell Children Explore the Works of both Artists and Amazonian Botanical Drawings - Sketchbook Respond with Final Design, looking at Real Flowers. Viewfinder | Mola Art from the Kuna Tribe in Panama – Preliminary Sketches Mola Art - Develop Work of Pattern, Form and Colour in a Variety of Media – Finish in Neon Paint Mola Art – Final Design in Paint. The Anglo Saxons Designing a Piece of Jewellery - Sketchbooks Final Designs for Jewellery in Clay Glaze Ware Georgia O Keefe/Tom Vendell Children Explore the Works of both Artists and Amazonian Botanical Drawings - Sketchbook Respond with Final Design, looking at Real Flowers. Viewfinder | Japanese Art – Hokusai and the 36 Views of Mount Fuji Volcanic Art and Texture – Collage Volcanic Landscape Tile - Ceramics Glaze Ware Aboriginal Art Aboriginal Art Aboriginal Art Aboriginal Art Aboriginal Art | Japanese Art – Hokusai and the 36 Views of Mount Fuji Volcanic Art and Texture – Collage Volcanic Landscape Tile - Ceramics Glaze Ware Aboriginal Art Aboriginal Art Aboriginal Art Aboriginal Art | Japanese Art – Hokusai and the 36 Views of Mount Fuji Volcanic Art and Texture – Collage Volcanic Landscape Tile - Ceramics Glaze Ware Aboriginal Art Aboriginal Art Aboriginal Art Aboriginal Art |
| DT | Electrical Systems Design, make and evaluate a torch a child can use at a sleepover. | Electrical Systems Design, make and evaluate a torch a child can use at a sleepover. | Electrical Systems Design, make and evaluate a torch a child can use at a sleepover. | Textiles Design, make and evaluate a fabric bag for a chosen user. | Textiles Design, make and evaluate a fabric bag for a chosen user. | Textiles Design, make and evaluate a fabric bag for a chosen user. |
| History | Depth Study- Britain's settlement (Anglo-Saxons and Vikings) BIG QUESTION: Who was better, the Anglo-Saxons or the Vikings? | | The Ancient Egyptians BIG QUESTION: How can we rediscover the wonders of Ancient Egypt? | | | |
| Geography | | | The Water Cycle BIG QUESTION: Will you ever see the water you drink again? | | Countries of the World BIG QUESTION: What makes up our world? | Earthquakes and volcanoes BIG QUESTION: What makes the world angry? |
| PSHE | Being Me in My World /Celebrating Difference | RE | Dreams and Goals /Healthy Me | RE | Relationships | Changing Me |
| RE | PSHE | 2.3 Why is Jesus inspiring to some people? | PSHE | 2.6 Why do some people think that life is like a journey? And what significant experiences mark this? 2.5 Why are festivals important to religious festivals? RF: ISLAM Hajj | PSHE | 2.8 What does it mean to be a Hindu in Britain today? 2.9 What do we learn about religions when deciding what is right and wrong? (Christians, Jews and Non-Religious responses), Aka Sikhism and Buddhism. |

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| PE | <p>Gymnastics (PE Primary Year 4 Activity Unit 1) Focus: The unit aims to encourage children to:</p> <ul style="list-style-type: none"> * develop the range of actions, body shapes and balances; * perform skills and actions more accurately and consistently; * create gymnastic sequences that meet set criteria; * use changes in speed, level and direction, when creating sequences; * describe how the body reacts during different types of activity; <p>* describe their own and others' work, making simple judgements about the quality of it</p> | | <p>Dance Focus: The unit aims to encourage children to:</p> <ul style="list-style-type: none"> * explore and create characters and narratives in response to a range of stimuli; * use simple choreographic principles to create motifs and narrative; <p>* perform more complex dance phrases and dances that communicate character and narrative;</p> <ul style="list-style-type: none"> * know and describe what you need to do to warm up and cool down for dance; <p>* describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p> | | <p>Invasion Games Focus: The unit aims to encourage children to:</p> <ul style="list-style-type: none"> * develop a range of techniques for passing a ball; * perform actions of travelling with, sending and receiving a ball, with greater speed and efficiency; * understand and apply rules in games; * modify and adapt rules to create and improve their games; * develop a better understanding of attack and defence in invasion games; * devise their own warm up activities; <p>* develop and discuss their knowledge and understanding of common skills and tactics they use in invasion games;</p> <p>* evaluate their performance and describe what they should do to improve it</p> <p>Athletics Focus: The unit aims to encourage children to:</p> <ul style="list-style-type: none"> * repeat and explore simple running, jumping and throwing actions with control and coordination; * select appropriate actions and link them in ways that suit the activities; * discuss their own and others' running, jumping and throwing actions and suggest improvements; <p>* suggest reasons why warming up and cooling down are important and why physical activity is good for health</p> | |
| | <p>Swimming(Mile End) – Arabian Class</p> <p>Music theory and practice Introducing staff notation on the metallophones and the recorders. Building repertoire by using up to 6-7 notes.</p> | | <p>Swimming (Mile End) – Persian Class</p> <p>Organology – Ukulele technique Learning up to 4 chords to play various tunes</p> | | <p>Swimming(Mile End) – Caspian Class</p> <p>Music Composition Children will use a variety of instruments to compose music in groups or as a class.</p> | |
| Music | | | | | | |
| MFL | | | Unit 1: About myself | Unit 2: Family and Friends | Unit 3: Free time | Unit 4: Likes and Dislikes |