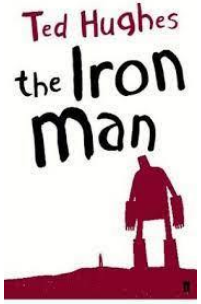
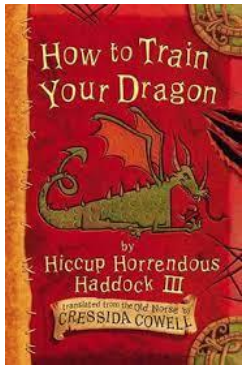
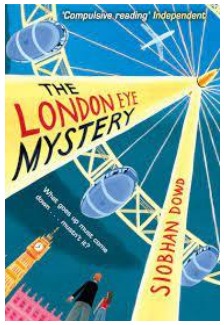
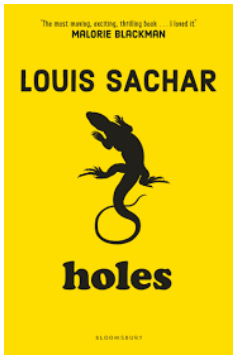
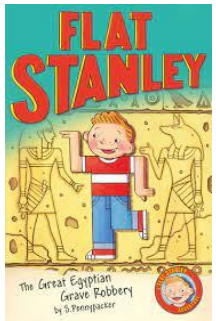
CRABTREE FARM PRIMARY SCHOOL	CURRICULUM OVERVIEW 2022-23	YEAR: 4 Staff: Miss Staniland, Mr Jones, Mrs Ryan, Miss Taylor, Mrs Marshall

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What Goes Up Must Come Down	Invaders and Settlers	All Around the World	Crime and Punishment	Exploring Eastern Europe	Pharaohs and Mummies
Enrichment Experience	Severn Trent – how to clean water				Twycross Zoo – Climate Change (Biodiversity and Conservation)	Partake – Egyptians
Author of the half term / Class Book	Book – The Iron Man by Ted Hughes  **Author of the half term:** David Walliams	Book – How to Train Your Dragon by Cressida Cowell  **Author of the half term:** Frank Cottrell Boyce	Book – The London Eye Mystery by Siobhan Dowd  **Author of the half term:** Jacqueline Wilson	Book – Holes by Louis Sachar  **Author of the half term:** Maz Evans	Book – The Miraculous Journey of Edward Tulane by Kate DiCamillo  **Author of the half term:** Edward Tulane	Book – Flat Stanley: The Great Egyptian Grave Robbery by Jeff Brown  **Author of the half term:** Onjali Q Rauf
English	**Entertain** – Chapter 0 (where did the Iron Man come from?)	**Entertain** – To retell a section of the story as Hiccup.	**Poetry** – Poems about living things (link to science topic).	**Persuade –** persuasive letter from the point of	**Entertain** – write the next chapter (when Edward is left in a dump).	**Persuade** – write a tourist guide for visitors visiting Egypt.

	Inform – water cycle and impacts of pollution	**Poetry** – Christmas poetry (to link with RE topic).	**Entertain** – to write mystery story set in London	view of the main character **Inform –** Non-chronological report about the yellow spotted lizard		**Inform** – to write a recount of how pyramids were built.
Handwriting	Penpals Units 1-6	Penpals Units 7-12	Penpals Units 13-19	Penpals 16-20	Penpals Units 21-26	Penpals Units 27-30 & Consolidate
Maths	Place Value Addition Subtraction	Addition Subtraction Measurement – Area Multiplication & Division	Multiplication & Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
Science	**Animals including Humans (Food and Digestion)** 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	**Living Things and their Habitats (Nature and the Environment)** 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	**Classifying Living Things and their Habitats** 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	**States of Matter** 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	**Sound** 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.	**Electricity** 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

	producers, predators and prey.	this can sometimes pose danger to living things.	pose danger to living things.	evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	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.	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 conductor.
	Working Scientifically -Raise their own relevant questions about the world around them. -Should be given a range of scientific experiences including different types of science enquiries to answer questions. -Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions. -Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up. -Talk about criteria for grouping, sorting and classifying; and use simple keys. -Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. -Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. -Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. -Take accurate measurements using standard units learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately. -Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data. -With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.					

	-Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions. -With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.					
Computing	**iProgram Unit 1** To understand the need to reuse code in programming To create custom blocks (procedures) in Scratch To understand that action can be programmed to synchronise To understand that broadcasts can be used to change scenes in Scratch To detect and correct errors in a computer program To understand that code can be remixed and reused to create new content	**iData** To understand that computers represent data as numbers and count using switches of 'on' and 'off' (0 and 1) To sort record cards using field names To understand that information can be stored as numbers, text and choices (e.g. yes/no) To understand that storing information in an organised way helps answer questions To search a database to answer questions To use the information in a database to create a simple chart	**iAnimate** To understand what an animation is To create a scene for an animation To understand that animations can be created using digital tools To create an animated scene To storyboard and create a short animation	**iMail** To understand that messages can be used to communicate over distance a number of ways To understand how email travels and how to retrieve it To send and reply to emails To attach a file to an email To understand the advantages of attaching files to emails To use email to communicate ideas	**iProgram Unit 2** To understand that a program is a sequence of statements written in a programming language (TurtleArt) To program a turtle to execute a sequence of statements To understand that computer programs consist of statements that perform a specific task To understand that statements can be altered To amend an algorithm to change the size of a shape To program a virtual robot to move and draw	**iProgram Unit 3** To solve problems by splitting them into smaller parts (decomposition) To plan and develop algorithms and programs To use repetition in programs **iAlgorithm** To find the best method of sorting a group of unknown weight into order To understand that information is easier to find in a sorted order To understand that algorithms are a set of instructions that complete a task To understand that computers work by following a set of

					To design a program that makes choices To understand that commands and actions can be programmed to be executed depending upon whether a condition is true or not To develop algorithms To combine repetition and conditional statements into a program	instructions – called a program To use decomposition to approach problems To use logical reasoning and abstraction to design algorithms
	iSafe unit to run throughout year with lessons being taught where appropriate.					
RE		**Journey of Life and Death** Describe 4 different beliefs about life after death Show that they understand why life is like a journey Connect at least two viewpoints they have studied with texts from different religions Consider varied answers to questions about life		**Symbols and Religious Expression** Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions Show that they understand why a spiritual journey can change people's lives, giving examples Consider varied answers to	**Spiritual Expression** Describe beliefs and practice about worship with music in Christianity Show that they understand how and why Christians use music to express beliefs about God and devotion to God Consider varied answers to questions about why music matters	**Religion, Family, Community, Worship, Celebration, Ways of Living**

		as a journey and about afterlife Express reasons why they hold their own views about life after death Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death		questions about the purposes of going on a pilgrimage Express reasons why they would choose their own kind of pilgrimage if they could. Apply the idea of spiritual journeys for themselves Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews	in human life and in religious life Express reasons why particular pieces of music are spiritual for them Apply the idea of spirituality for themselves Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship	
RSE/PSHE	Me and My Relationships	Valuing Difference **RSE:** To explore the human lifecycle	Keeping Myself Safe	Rights and Responsibilities **RSE:** To identify some basic facts about puberty	Being my Best	Growing and Changing **RSE:** To explore how puberty is linked to reproduction
Art	**Storytelling Through Drawing** Children will explore how we can create sequenced imagery to share and tell stories. The theme starts by introducing two artists: one an illustrator and the		**Exploring Pattern** Children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage. The theme also introduces children to the idea that		**The Art of Display Sculpture, Structure, Inventiveness & Determination** Children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as	

	other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artist's work. Children draw upon graphic novels and make a comic strip style telling of a piece of poetry. **Medium:** Drawing Materials, Paper		working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people. **Medium:** Paper, Pens, Paint		importantly explore how it ***feels*** to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or "wrong or right". Pupils start by seeing how artists sometimes help us learn about ourselves by drawing parallels with other lives. Pupils apply this knowledge by looking at how birds build nests – what can we learn from them about the traits we might show when we make experimental drawings and build sculpture? **Medium:** Various Drawing Materials, Construction Materials	
DT		**Let's Go Fly a Kite**		**The Great Bread Bake Off**		**Electrical systems**

Food for Life	Planting in the polytunnel		Composting waste to reuse for the planters.	Growing Spring bulbs and produce.	Composting waste to reuse.	Maintaining and harvesting.
Geography	**The Water Cycle and River fieldwork: Nottingham canal system- why were they important?** To explain the key aspects of the water cycle. To explain how and why drinking water is cleaned. To explain the causes and effects of flooding. To explain how clouds and rain are formed. To understand the causes and effects of water pollution.		**All Around the World** To identify the position of the equator, Northern Hemisphere and Southern Hemisphere. To identify the position of longitude and latitude. To identify the position of the Arctic and Antarctic circle. To identify the Tropics of Cancer and Capricorn. To identify the position of the Prime/Greenwich Meridian. To identify the significance of time zones.		**Exploring Eastern Europe** To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To understand geographical similarities and differences through the study of human and physical geography by looking at: - Landscapes - Climate - Places - Planning a trip - Nuclear power generation at Chernobyl	
History		**The Vikings and Anglo Saxons**		**Crime and Punishment**		**Ancient Egypt**

		Recap the Romans and fall of the Roman Empire (year 3). Explain when and where the Vikings came from and why they raided Britain. Compare the significance of Anglo-Saxon kings during the Viking period.		Recap life during the Vikings/Anglo Saxons. Learn about the legacy of Roman crime and punishment on the current legal system in Britain Find out how the legal system worked in Anglo-Saxon Britain. Compare both the modern British and Roman justice system with that of the Anglo-Saxons. Find out about different punishment methods that were popular during the Tudor period. Research Dick Turpin through studying various historical sources from the 18th and 19th century. Learn about the development of crime and		Locate Egypt on the map and its continent. Learn about the daily lives of many ancient Egyptian people by analysing artefacts. Understand and explain the ancient Egyptian ritual of mummification. Learn about the discovery of the tomb of Tutankhamun and understand how evidence can give us different answers about the past. Explore ancient Egyptian writing systems. Compare and contrast the powers of different Egyptian gods

				punishment during the Victorian period and what happened in Victorian prisons. Evaluate knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain. Compare modern methods of crime prevention and detection with what existed in the past		
Spanish	Greetings / I am learning Spanish	Numbers, colours, Grammar	Seasons, the classroom	My home	Fruit and Veg, at the cafe	Family and verbs
Music	-Be able to hold the acoustic guitar correctly and change between resting and playing positions. -To know all open string names and be able to play using thumb. -Accurately copy rhythms on any string.	-To be able to fret the note of A using 2nd finger – A on G string. -Sing and play short phrases using these two pitches accurately. -Develop structural awareness, playing main theme, call and response section, main theme.	-Understanding of music being in different styles, playing a piece in a Salsa style. -Recognising a clave rhythm and being able to play it against a steady beat. -To understand the concept of playing an accompaniment.	-Understand how to read a chord box, fret and play simple G & Em chords changing between. -Be able to follow a chord chart understanding the concept of bars and repeat symbol. -To be able to cross strings and cross string with fretted note – G A	-To be able to play a melody using 1st and 2nd finger. -Develop pitch range to include fretted C – B string 1st Fret. To able to use notes G A B C and improvise with them over two bars. -Learn to follow rhythmic notation playing rhythms	-Increase note range to include D fretted on B string 3rd fret and using 3rd finger. -Develop chord vocabulary to include C & A7 chords and ability to change between C, A7, G & Em. - Playing music in different styles

	-Learn to fret correctly, changing between fretted note and open string. -To play a chromatic descending fretted bassline maintaining steady pulse.	-Play in time with backing track showing understanding of beat and tempo.	-Learn what a chord is and develop strumming technique with thumb. -Accurately copy strumming rhythms.	B and play a melody. -Develop understanding of dynamics and ability to control dynamics.	comprised of crotchets, quavers, minims & rests. -To compose short rhythms and create riffs / ostinato. -Be able to play confidently solo and in small group.	including Motown and Rock. -Be able to hold own part within an ensemble following written music with a strong sense of rhythm and dynamics.
PE	**Real PE – Personal/ Cognitive** -To cope well and react positively when things become difficult. -To persevere with a task and I can improve my performance through regular practice -To know where I am with my learning and I have begun to challenge myself -To try several times if at first I don't succeed and I ask for help when appropriate	**Real PE – Physical** -To perform a variety of movements and skills with good body tension. -To link actions together so that they flow in running, jumping and throwing activities -To perform and repeat longer sequences with clear shapes and controlled movement. -To select and apply a range of skills with good control and consistency	**Swimming** Pupils should be taught to: -Swim competently, confidently and proficiently over a distance of at least 25 metres. -Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -Perform safe self-rescue in different water-based situations.	**Real PE – Social/ Creative** -To cooperate well with others and give helpful feedback. -To help organise roles and responsibilities and -To show patience and support others, listening well to them about our work. -To be happy to show and tell them about my ideas -To help praise and encourage others in their learning -To link actions and develop sequences	**Real Dance** -To explore as many different standing and floor shapes as you can. -To develop exciting ways of moving between standing and floor shapes. -To put your shapes into a repeatable sequence. - To create different ways of using circles to move between shapes -To consolidate partner skills including shapes and circles to move between shapes	**Real PE – Health and Fitness** -To describe the basic fitness components and explain how often and how long I should exercise to be healthy. -To record and monitor how hard I am working -To describe how and why my body feels during and after exercise To explain why we need to warm up and cool down -To say how my body feels before, during and after exercise.

	-To understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. -To use my awareness of space and others to make good decisions -To understand the simple tactics of attacking and defending. -To explain what I am doing well and I have begun to identify areas for improvement -To begin to order instructions, movements and skills. -To recognise similarities and differences in performance and I can explain why someone is working or performing well	-To perform a range of skills with some control and consistency. -To perform a sequence of movements with some changes in level, direction or speed **Real Gym** -To explore shapes and travel using different pathways and begin to link these to create a sequence. - Develop sequences using a variety of shapes, travel and pathways. -To consolidate and perform sequences using a variety of shapes, travel and pathways. -To explore rotations (rolls and spins) and begin to		of movements that express my own ideas. -To change tactics, rules or tasks to make activities more fun or challenging -To make up my own rules and versions of activities. -To respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression -To begin to compare my movements and skills with those of others. -To select and link movements together to fit a theme **Outdoor Adventure**	-To explore jumps with a partner and explore lifts -To further consolidate partner skills, including shapes and circles, to move between shapes. -To define circle moves – circles to become smaller and more detailed. **Net and Wall Games** -To use a bat or stick to hit a ball or shuttlecock with accuracy and control. -To accurately serve underarm. -To build a rally with a partner. -To use at least two different shots in game. -To use hand-eye coordination to	-To use equipment appropriately and move and land safely **Athletics** Running -To confidently demonstrate an improved technique for sprinting. -To perform a relay, focusing on the baton changeover technique. -To develop a fluent changeover. -To speed up and slow down smoothly. Jumping -To learn how to combine a hop, step and jump to perform the triple jump. -To land safely with control. -To begin to measure the distance jumped Throwing

	Handball -To develop different ways of throwing and catching. -To Move with the ball using a range of techniques showing control and fluency. -To pass the ball with increasing speed, accuracy and success in a game situation -To occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. -To make the best use of space to pass and receive the ball. -To use a range of attacking and defending skills	link these to create a sequence. -To develop sequences using a variety of rotations, levels, directions and speeds. -To consolidate and perform sequences using a variety of rotations, levels, directions and speeds.		-To orientate themselves with accuracy around a short trail. -To create a short trail for others with a physical challenge. -To start to recognise features of an orienteering course. -To communicate clearly with other people in a team, and with other teams. -To have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. -To associate the meaning of a key in the context of the environment -To try a range of equipment for creating and completing an activity.	strike a moving and stationary ball. -To develop different ways of throwing and catching. -To make the best use of space to pass and receive the ball. -To perform and apply skills and techniques with control and accuracy. -To take part in a range of competitive games and activities	To perform a pull throw. To measure the distance of their throws. -To continue to develop techniques to throw for increased distance -To consistently perform and apply skills and techniques with accuracy and control. -To take part in competitive games with strong understanding of tactics and composition.

	and techniques in a game. -To vary the tactics they use in a game. -To perform and apply skills and techniques with control and accuracy. -To take part in a range of competitive games and activities. -To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. -To modify their use of skills or techniques to achieve a better result			-To make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow -To complete an orienteering course more than once and begin to identify ways of improving completion time.		