

JYS Year 4 Curriculum Overview

	Term 1 Geography Focus	Term 2 History Focus	Term 3 Geography Focus	Term 4 Science Focus	Term 5 History Focus	Term 6 Geography Focus
School Values / British Values						
Year group Theme	<u>Make a change!</u> - Environmental changes, biomes and vegetation belts.	<u>Tomb Raiders</u> - a study of the achievements of the Ancient Egyptians and their lasting impact on the world.	<u>Mountain explorers</u> - compare and contrast different mountain regions in Europe and across the world.	<u>Potions</u> - States of Matter	<u>Who let the Gods out?</u> - a study of myths and legends in Ancient Greece.	<u>Just around the river bend</u> - Water/ rivers)
Driving Subject	Geography theme	History theme	Geography theme	Science theme	History theme	Geography theme
Key Knowledge to take away	<ul style="list-style-type: none"> As humans, our actions have a positive and negative impact on our Earth. How extreme changes in weather have affected the wildlife/animal kingdom. What we can do to help create a more sustainable community/life. 	<ul style="list-style-type: none"> How life in Ancient Egypt was different/similar to our own. To know where Egypt and the river Nile is, on a map. To know where Ancient Egypt sits on a timeline. To know how they treated the dead and the afterlife. What lasting impact Ancient Egypt had on the world. 	<ul style="list-style-type: none"> To know the names of mountain regions in Europe, Asia, the UK and Antarctica. To know the physical impact humans have made on the erosion of mountains. To recognise the different wildlife and settlements. To label different parts of a mountain. Use maps to find mountains. 	<ul style="list-style-type: none"> There are three states of matter, solids, liquids and gases. Solids are made up of compacted particles, which hold their shape. The particles in liquid moves. They do not hold their shape. The particles in gases move freely. This is an invisible state. How they change state. 	<ul style="list-style-type: none"> Know that there are many gods and goddesses of Ancient Greece. Know the key myths and legends of ancient Greece. Understand how Greek mythology was weaved into everyday life. 	<ul style="list-style-type: none"> Know the elements of the water cycle, including how rivers are formed; List the features of a river using appropriate geographical; efficiently use atlases for research.
Core Vocab	biomes, vegetation belts, climate zones, temperate, tundra, savannah, extinction, climate change, carbon footprint.	Egypt, pharaoh, sphinx, canopic jars, coffin, hieroglyphics, mummy, mummification, tomb, temple, afterlife, embalming, Tutankhamun.	altitude, ascend, avalanche, climate, contour, crevice, decline, descend, expedition, fissure, fold, foot, igneous, incline, landscape, landslide, limestone, mountain range, peak, plateau, sedimentary, summit, tectonic plate, valley, volcano.	condensation, evaporation, solids, liquids, gases, freezing point, melting point, boiling point, water cycle, degrees celsius, changing state, water vapour.	Greece, Ancient, civilisation, acropolis, parthenon, hoplites, democracy, myths, philosophy, siege, demi-god.	Water cycle, evaporation, precipitation, condensation, gravity, cloud, source, moor, flow, valley, banks, mouth, erosion, landscape, tributary, reservoir, dam, drainage basin, flood plain, surface run-off, weir, meander, oxbow lake, rapids, estuary, delta, deposition, upper course, middle course, lower course, drought,
Published Outcomes	<ul style="list-style-type: none"> Painting to go in our own 'school gallery'. Make pop-up biome posters for display boards. - 	<ul style="list-style-type: none"> Tasting of Egyptian bread with year 1/Year R. Children to teach the differences. 	<ul style="list-style-type: none"> Art gallery of collages (classroom). Letters to be sent to David Attenborough. 	<ul style="list-style-type: none"> Advertisement poster informing of a new potion (classroom). 	<ul style="list-style-type: none"> Information pamphlets about life as an Ancient Greek child (library) Greek stories and poetry to be published in an anthology. 	<ul style="list-style-type: none"> Bridge constructed - test their use in a competition (judged by Mr Hanna) -
Learning Launch / Enrichment (Hook, Trips, Visits)	<ul style="list-style-type: none"> Creating an art gallery of paintings (hall) Pop-up eco workshop from Bright new futures. 	<ul style="list-style-type: none"> Paul Ulson visit (stunning start) Have an Egyptian banquet - Taste foods 	<ul style="list-style-type: none"> Art gallery shared with Mr Hanna and Mr Neaves. 	<ul style="list-style-type: none"> Creating our own potions. Hands on science experiments. 	<ul style="list-style-type: none"> Visit from Paul Ulson (stunning start) 	<ul style="list-style-type: none"> Dell Quay 'Rivers and Coasts' workshop? or Free boat ride at Dell Quay?

		of the time/make Egyptian bread. <ul style="list-style-type: none"> Trip to the British Museum? 			<ul style="list-style-type: none"> Ancient Greek dress up day. 	
Reading Core Text	 <p>Hope Jones Saves the World (fiction chapter book) by Josh Lacey.</p>	 <p>Marcy and the riddle of the sphinx by Joe Todd-Stanton (Graphic novel/adventure story)</p>	 <p>When the mountains roared by Jess Butterworth (fiction)</p>	 <p>George's marvellous medicine by Roald Dahl (fiction)</p>	 <p>Who let the Gods out? by Maz Evans. (fiction)</p>	 <p>Journey to the River Sea - Eva Ibbotson.</p>
Additional Text	 <p>A planet full of plastic by Neal Layton.</p>  <p>Red Alert (non-fiction) by Catherine Barr and Anne Wilson.</p>	 <p>So you think you've got it Bad? by Chae Straihte & Marisa Morea (non-fiction)</p>  <p>The Egyptians by Jonny Marx & Chaaya Prabhat (non-fiction)</p>	 <p>How does chocolate taste on Everest? by Leisa Stewart-Sharpe & Aaron Cushley (non-fiction)</p>  <p>Mountains of the World by Dieter Braun (non-fiction illustrations)</p>	 <p>Rhythm of the Rain by Grahame Baker-Smith (non fiction)</p>	 <p>Mythologica by Dr Stephen Kershaw and Victoria Topping (anthology).</p>	 <p>A River by Marc Martin</p>
Writing Focus	Writing to entertain - (poetry): <ul style="list-style-type: none"> Children can explore free verse with rhyming. Children can create poetry about environmental changes. 	Writing to inform (newspapers): <p>Write a newspaper report about the discovery of Tutankhamun.</p> <ul style="list-style-type: none"> inverted commas for direct speech reported speech recognise and use pronouns 	Writing to persuade (letter): <ul style="list-style-type: none"> use a letter structure use formal language AFOREST features <p>Write a letter to Ernest Shackleton persuading him to take you to Antarctica with his crew.</p>	Writing to persuade (advertising poster): <ul style="list-style-type: none"> planned repetition AFOREST features use determiners <p>Writing to entertain (diary entry):</p>	Writing to inform (information text): <p>(Write an information piece giving information about life in Ancient Greece for a child)</p> <ul style="list-style-type: none"> present perfect tense brackets 	Poetry: <p>Create rhyming poetry inspired by the journey of a river.</p> <p>Writing to inform (recount):</p> <p>Writing a recount of the flow of the river Lavant.</p> <ul style="list-style-type: none"> relative clauses

	<p><u>Writing to entertain (stories):</u> Stories from the point of view of a fox/badger, living in an overcrowded town.</p> <ul style="list-style-type: none"> fronted adverbials (Y3 revision) use capital letters, full stops, question marks, exclamation marks, commas and apostrophes accurately (Y3 revision) 	<p><u>Writing to entertain (description):</u></p> <ul style="list-style-type: none"> determiners TiP ToP paragraphs apostrophes for plural nouns <p><u>Writing to inform (instructions):</u> Write instructions on how to mummify a person in Ancient Egypt.</p> <ul style="list-style-type: none"> subordinating conjunctions imperative verbs fronted adverbials 	<p>After the unit, children write a letter to Sir David Attenborough, asking him about his life as an explorer.</p> <p><u>Writing to entertain (diary entry):</u></p> <ul style="list-style-type: none"> expanded noun phrases relative clauses TiP ToP paragraphs 	<ul style="list-style-type: none"> apostrophes for plural possession direct speech using inverted commas metaphors and similes 	<ul style="list-style-type: none"> subordinating conjunctions. <p><u>Writing to entertain (stories):</u> Children write from a character who has travelled back in time to Ancient Greece.</p> <ul style="list-style-type: none"> dashes for emphasis recognise and use possessive pronouns relative clauses <p><u>Poetry:</u> Perform their own compositions. Create haikus.</p>	<ul style="list-style-type: none"> adverbials metaphors and similes <p><u>Writing to entertain (stories):</u> Write an exciting adventure story about your journey down the Amazon river. Collection of key objectives from the year:</p> <ul style="list-style-type: none"> relative clauses use apostrophes accurately use inverted commas accurately
Reading Focus	Retrieve and record information. Identify key details from fiction texts.	Predict what might happen from details implied.	Make inferences from the text. Explain and justify inferences with evidence from the text.	Identify and explain how meaning is enhanced through choice of words and phrases.	Retrieve and record information. Identify key details from a non-fiction book.	<u>Journey to the River Sea:</u> Make inferences from the text. Explain and justify inferences with evidence from the text.
Maths	<ul style="list-style-type: none"> Place Value Addition and subtraction 	<ul style="list-style-type: none"> Length and Perimeter Multiplication and division 	<ul style="list-style-type: none"> Multiplication and division Measurement: area Fractions 	<ul style="list-style-type: none"> Fractions Decimals 	<ul style="list-style-type: none"> Decimals Money Time 	<ul style="list-style-type: none"> Statistics Properties of shape Position and direction
Science	<u>Living things and their Habitats:</u> Recognise changing environments can threaten the life of those that live in it.	<u>Sound:</u> Understand how sound is made and how it can change.	<u>Electricity:</u> Construct simple electrical circuits and identify and repair faults.	<u>States of Matter:</u> Compare and group solids, liquids and gases.	<u>Animals including humans:</u> Discover the basic parts of the digestive system and identify types of teeth. Link our diet to the diets of those living in Ancient Greece..	<u>Animals, including Humans:</u> Discover how food chains interlink.
History		<u>Ancient Egypt</u> Study the achievements of the Egyptians and their lasting impact on the world.		<u>Potions - Topic link:</u> A brief look at how potions (medicines) have been used throughout history.	<u>Study of Greek life</u> Make a study of Greek life looking at the following:	
Geography	<u>Environmental issues:</u> Explore sustainability, climate zones, biomes and vegetation belts around the world and how humans have impacted these.		<u>Misty Mountains:</u> Comparing the location and physical and human geography of mountain regions around the world; UK, Europe.			<u>Rivers:</u> The water cycle, rivers and canals; the distribution of water around the globe - How can water be conserved for a sustainable future?
Computing	<u>Computing systems and networks – The Internet</u> WALT describe how networks physically connect to other networks.	<u>Creating media - Audio production</u> WALT recognise the different parts of creating a podcast project.	<u>Programming A – Repetition in shapes</u> WALT create a program that uses count-controlled loops to produce a given outcome.	<u>Data and information – Data logging</u> WALT explain that a data logger collects 'data points' from sensors over time.	<u>Creating media – Photo editing</u> WALT explain that the composition of digital images can be changed.	<u>Programming B – Repetition in games</u> WALT develop a design that includes two or more loops which run at the same time.
Music	The Ukulele (Year 1) • How to hold a Ukulele • Strum crotchets and quaver rhythms ('bug' 'spi-der') • Compose using these	The Ukulele (Year 1) Chords • Play C Major chord • Compose using a combination of crotchet and quaver strums of the C major	The Ukulele (Year 1) New Techniques/ Switching Chords (1) • Learn a new song • How to change between 2 chords • How to play different tempos • How to switch between A minor and C major • Play F major	Ukulele (Year 1) Switching Chords (2) • Learn several new songs and techniques • Perform extended song • Learn new chord G7 • Learn caterpillar rhythm (semiquavers) • Play chord to the Ukulele Blues Compose in groups of 4 using 4 chords		

	rhythms • Play individual string • Combine performing with voice and ukulele strings/strum rhythms	chord • New performance techniques using C Major chord • Listen to own performance and appraise	• Learn new words for dynamics • Compose new lyrics for song and perform • Learn to switch between C major, F major and A minor		
Art	<u>Painting (acrylic)</u> - Explore harmonious colours using acrylic paints. <i>Create a painting which depicts how environmental/human changes have impacted the environment/animals.</i>		<u>Collage - Collage of Katsushika Hokusai's Mount Fuji:</u> Explore texture through collage with different materials.		<u>Sculptures - Make greek vases</u> produce ware using pinch/slab and coil techniques with clay.
DT		<u>Cooking and hygiene:</u> Make Christmas cookies and packaging for a gift.		<u>Textiles:</u> Make our own macrame bracelets.	<u>Structures - bridges:</u> Make a lolly stick bridge using strong and supporting joins.
RE	<u>Light - Christianity, Hinduism and Judaism:</u> WALT explain what light symbolises and why it is important in different religions: • Diwali – Hinduism; • Advent – Christianity; • Hannukah - Judaism.	<u>Messengers</u> Christianity and Islam WALT understand the significance of messengers (angels and prophets) in different religions.	<u>Trimurti</u> Hinduism WALT understand the core concept of the Trimurti in Hinduism.	<u>Overcoming Obstacles</u> Hinduism WALT explore the significance and meaning of stories about the Hindu deity Ganesh.	<u>Buddhist Beliefs and Practices</u> Buddhism WALT describe the key aspects of Buddhist beliefs. • The Buddha; • The Dalai Lama; • Enlightenment.
PE	<u>Indoor:</u> Swimming - To gain confidence in the water. <u>Outdoor:</u> Netball — To begin to pass and shoot with growing accuracy. Within a game.	<u>Indoor:</u> Swimming - To begin to learn a variety of strokes. Gymnastics - to explore balancing on 1/2/3/4 points.	<u>Indoor:</u> Swimming - to start to build up swimming stamina. Dance - to show coordination, control and strength.	<u>Indoor:</u> Swimming - To know how to keep safe in - and around - water. <u>Outdoor:</u> Tennis - to further develop their forehand shots.	<u>Indoor:</u> Swimming - To swim 25 metres confidently. <u>Outdoor:</u> Athletics - to choose different styles of running for different distances.
MFL	Unit 1 Konnichiwa! Learn to introduce themselves and greet others. They begin to respond to and ask questions about name and age. They understand where Japan is and that Japanese is spoken in Japan.	Unit 2 Omedetoo! Learn about Japanese characters, and how to write their names in Japanese in <i>katakana</i> . Learn how to match Japanese sounds to their respective characters, how to write a greeting card in Japanese, and how to say the name of the month in which they celebrate their birthday.	Unit 3 Uta to Geemu Listen and respond to a well-known Japanese song. Children learn or extend their knowledge of numbers to 20 and play games. They follow simple instructions for making <i>おりがみ</i> (origami). Children learn how to talk about their favourite games.	Unit 4 Iro to Karada Children describe colours and learn the names for the main parts of the body. They ask and answer questions about physical appearance. They will also play games using pictures and traditional Japanese <i>ukiyo-e</i> drawings.	
PSHE	<u>2021-22:</u> Myself and My Relationships: Beginning and Belonging. <u>2022-23:</u> Citizenship: Rights, rules and responsibilities.	<u>2021-22:</u> Myself and My Relationships: My family and friends Anti-bullying. <u>2022-23:</u> Myself and My Relationships:	<u>2021-22:</u> Economic Well Being: Financial capability. Healthy and safer lifestyles: Digital lifestyles. <u>2022-23:</u> Citizenship:	<u>2021-22:</u> Citizenship: Diversity and Communities. <u>2022-23:</u> Healthy and Safer Lifestyles: Managing safety and risks.	<u>2021-22:</u> Healthy and Safer Lifestyles: Drug Education. Healthy and Safer Lifestyles: Personal safety. <u>2022-23:</u>
					<u>2021-22:</u> Healthy and Safer Lifestyles: Relationships and Sex Education. <u>2022-23:</u> Healthy and Safer Lifestyles: Relationship and Sex Education.

		My Emotions. Anti-bullying.	Working together. Healthy and safer lifestyles: Digital lifestyles.		Myself and My Relationships: Managing Change.	
--	--	--------------------------------	---	--	--	--