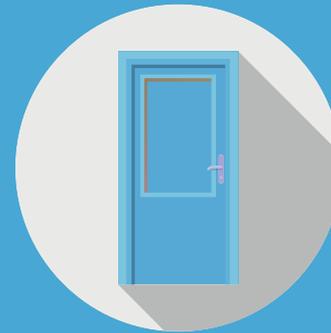




# Curriculum

## Year Group Overview



Year 4





# Wise Owl Trust

## Year Group Overview

### Year 4 Curriculum Overview

Subject	Autumn Bear Grylls - 'Survival'			Spring Kira Salak - 'Gorillas in the Mist'			Summer Leif Erikson - 'Voyage of Discovery'			
<b>English</b>	<b>Fiction</b> Imaginative Stories	<b>Non-Fiction</b> Chronological Reports Recounts Instructions & Explanations Letters	<b>Poetry</b> Poetic Form: Syllabic Poems Poetry to Create Images	<b>Fiction</b> Myths and Legends Play Writing Stories Descriptive Writing	<b>Non-Fiction</b> Information texts Instructions	<b>Poetry</b> Skalds and Nordic	<b>Fiction</b> Myths and Legends Stories from Other Cultures	<b>Non-Fiction</b> Persuasive Writing Non-Chronological Reports	<b>Poetry</b> Performance Poems Kennings	
<b>Maths</b>	<b>Number &amp; Place Value</b> Addition & Subtraction Geometry – Shape & symmetry		<b>Multiplication &amp; Division</b> Measurement – Area Measurement – Money		<b>Number &amp; Place Value</b> Fractions Measurement - Time		<b>Fractions – Decimals</b> Measurement – Money Fractions		<b>Measurement – Perimeter &amp; length</b> <b>Geometry – Angles</b> <b>Geometry – Shape &amp; symmetry</b> <b>Geometry – Position &amp; direction</b>	<b>Statistics – including</b> mode & median <b>Measurement – Area &amp; Perimeter</b> <b>Measurement - Time</b>
<b>Geography</b>	<b>Place Knowledge</b> Studying how landscapes around the world differ to our local area.	<b>Locational Knowledge</b> Map Skills - Locating mountain ranges and Asian countries.	<b>Physical Geography</b> Rivers and Mountains - Study including: Rivers of the Himalayas E.g The Ganges, locating the source and the mouth. Earthquakes - Study including: earthquake locations in Asia, tectonic plates, safety measures, seismographs.		<b>Place Knowledge</b> Studying how landscapes around the world differ to our local area. Plotting locations on a map.	<b>Locational Knowledge</b> Map Skills - Locating the equator and discovering how it affects the climate.	<b>Physical Geography</b> Lakes - E.g. Lake Tanganyika. Landscapes - Studying the physical terrain of places such as the Serengeti and comparing to the local area. Mountains - Studying Mount Kilimanjaro.		<b>Geography Skills and Fieldwork</b> Fieldtrip to a local lake to study wildlife.	
<b>History</b>							<b>Viking &amp; Anglo-Saxon struggles</b> <b>A Local History Study</b>			
							<b>Chronology</b> Studying where the Vikings fit in the timeline of History. What came before and what came after? What was happening at the same time in other places?	<b>Historical Enquiry</b> Using a range of sources in their study to develop an understanding of what it was like during the Viking period.	<b>Historical Knowledge</b> Learning about life during the Viking period. Such as studying trade links, life style and land and sea battles. Learning about advances in technology during the Viking period - E.g. longboats.	<b>Then to Now</b> Discussing and relating the Viking period to our lives today. How have our lives been influenced by the Vikings?





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<b>Science</b>	<b>Animals including Humans</b> A study of the digestive system and how food is carried around the body. An investigation into tooth decay.		<b>Living Things and Their Habitats</b> A recap of the characteristics of living things and classification of plants & minibeasts. A study of food chains and webs.		<b>Sound</b> Investigating how well sound travels through different materials and discovery of how instruments make sounds, including how to change pitch and loudness.				<b>Electricity</b> Creating and drawing simple circuits, making switches and investigating the best electrical conductors.		<b>States of Matter</b> A study of the three different states of matter and how to use thermometers. Enquiry into changing between matters and investigating air as an example of a gas. Studying the water cycle.	
<b>Computing</b>	<b>Computer Science</b>		<b>Information Technology</b>		<b>Computer Science</b>	<b>Information Technology</b>	<b>Digital Literacy</b>		<b>Computer Science</b>		<b>Information Technology</b>	
	<b>Online safety is to feature in all units of computing work.</b>											
<b>Art</b>	<b>Artist Study</b> Himalayan art work.	<b>Painting</b> Blending colours to create different tones.	<b>Drawing</b> Sketching landscapes.	<b>3D Art</b> Constructing 3D models.	<b>Artist Study</b> Gary Hodges, wildlife art.	<b>Painting</b> Watercolours	<b>Sculpture</b> Papier Mache modelling.	<b>Textiles</b> See D&T.	<b>Sketching and Drawing</b> Life drawings of plants and trees.		<b>Painting</b> Illustrations - Literacy links.	<b>3D Art</b> Creating a Nordic forest.
<b>D&amp;T</b>	<b>Design</b> Simple structures E.g. a bridge, towers or designing a buggy.	<b>Make</b> Making their designs and following their plans.	<b>Evaluate</b> Evaluating their own work and that of others in the class.	<b>Cooking and Nutrition</b> Learning about sources of food, studying how food gets from the field to our plates.	<b>Design</b> Structures such as a mini-raft. Designing an outfit to be made from textiles.	<b>Make</b> Making their designs and following their plans. Needle work.	<b>Evaluate</b> Evaluating their own work and that of others in the class.	<b>Technical Knowledge</b> Applying their knowledge of how to, for example, strengthen and stiffen their rafts.	<b>Design</b> Longboats, Viking shields, a settlement, a statue.	<b>Make</b> Making their designs and following their plans.	<b>Evaluate</b> Evaluating their own work and that of others in the class.	<b>Cooking and Nutrition</b> Sampling European food.





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<b>Music</b>	<b>Composition</b> Composing their own pieces which represent their story of their trek through the Himalayas.	<b>Singing</b> Singing songs native to the Himalayas.	<b>Science Links</b> Vibration in instruments.	<b>Composition</b> Exploring and composing African celebration music for the release of the gorillas.	<b>History of Music</b> Tribal music	<b>Singing</b> Singing songs of African heritage.	<b>Composition</b> Creating pieces influenced by the sounds of the forest/Viking and Nordic folk music.	<b>Singing</b> Learning Viking Saga songs.	
<b>RE</b>	L2.8 What does it mean to be a Hindu in Britain today?			L2.6 Why do some people think life is a journey and what significant experiences mark this?		L2.3 Why is Jesus inspiring to some people?		L2.9 What can we learn from religions about deciding right and wrong? (Christians, Jewish people and non-religious responses)	L2.5 Why are festivals important to religious communities? (Christianity, Hinduism & Muslim)
<b>PE</b>	Gymnastics			Dance			Games		
<b>MFL</b>	<b>School life in France</b> Compare school life in France to that in the UK.	<b>Reading and Listening</b> Read and listen to children's opinions of school subjects and why they are important.	<b>Create a "Survival Guide"</b> for life in a French school. How to ask for help/clarification/certain equipment/directions.	<b>Why is France important in the World?</b> Look at what French trades (wine, cheese, fashion, perfume) and why people want to visit France (holidays, cuisine, places of interest, Paris etc).	<b>Letters &amp; Diaries</b> Read letters and diary accounts of visits to France.	<b>Blog</b> Create a blog about spending a week in France.	<b>Myths &amp; Legends</b> Develop an understanding of French myths and legends.	<b>Myths &amp; Legends</b> Establish most popular myth and legend by conducting class survey.	<b>Writing</b> Create a simplified version of their favourite myth/legend by sequencing text to create a storyboard or comic strip.





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<b>RESPECT</b>	<p><b>Teamwork</b></p> <p>Applies simple strategies that help to resolve differences and to ensure cooperation within the team. Takes responsibility and can help individuals feel they have a role to play to support the team to be successful.</p>	<p><b>Empathy</b></p> <p>Explains the importance of being helpful with different people, understanding the roles of others in achieving what needs to be done. Cares about group/class members and is keen to involve and work with them.</p>	<p><b>Self-Awareness</b></p> <p>Makes choices about the way they engage in activities being aware of how their action(s) can influence others. Value the different people in their group and can work under pressure, remaining controlled and focused. Adapts quickly to new situations.</p>	<p><b>Positivity and Excellence</b></p> <p>Challenges themselves and are inquisitive in order to get better and be successful. Commits fully to tasks and recognises what has been learned and the behaviours they have used to support them. Is very proud of what they have achieved. Curious about tasks set and reasons for them so they can think in different ways about how to tackle them. Takes time to reflect so that the decisions made contribute to successful task outcomes. Stays motivated even when things are not going well.</p>	<p><b>Communication</b></p> <p>Uses listening and reflection skills to resolve difficulties and support positive relationships within a group. Articulate clearly their point of view so what they say and do is clearly understood. Recognise the importance of communication and use simple techniques to express themselves.</p>	<p><b>Resilience</b></p> <p>Displays a number of behaviours associated with being resilient. Seeks clarification and provides examples which supports their group(s) to improve and achieve success.</p>
<b>British Values</b>	<p><b>Democracy</b></p> <p>Voting for School Councillors and conducting regular class meetings to discuss and review agenda items. How do Democracies work across Britain?</p>	<p><b>Mutual Respect</b></p> <p>How do we respect the local community? Potential trip to the local residential home, litter picking or planting in the local community. Develop and awareness of and acceptance of different religions (Christianity, Hinduism, Muslim, Judaism and non-religious) and cultures. Potential trip to a Place of Worship to learn about a Festival or Rite of Passage. Accepts that everybody has different views and opinions and is entitled to their opinion.</p>	<p><b>Rule of Law</b></p> <p>Formulate the laws of the classroom and within school. Learn about the laws British civilians follow and what the consequences are if laws are broken. Potential trip to a Police or Fire Station.</p>	<p><b>Individual Liberty</b></p> <p>How do we keep ourselves safe online? Freedom to make choices in and around school with regards to choices of after school clubs, lunchtime activities and the choices with regards to behaviour. How do children and adults access support if they are worried or upset?</p>	<p><b>Tolerance</b></p> <p>Accept ourselves and others. Value the opinions and beliefs of others. Understand that we are all different.</p>	
<b>RSE</b>	<b>Growing and Changing</b>		<b>What is Puberty? Positive Relationship Messages</b>		<b>Puberty, Stereotypes and Hygiene Positive Touch Messages</b>	
<b>PSHE</b>	<b>CT1: Health and Wellbeing</b> Healthy Lifestyles, Growing and Changing and Keeping Safe..		<b>CT2: Relationships</b> Feelings and Emotions, Healthy Relationships and Valuing Difference.		<b>CT3: Living in the Wider World</b> Rights and Responsibilities, Taking Care of the Environment and Money.	

