

Curriculum Skills Overview

Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Self portrait Applying technical skills to improve the quality of work. Drawing with accuracy and purpose. 3-D rivers	Self portrait Applying technical skills to improve the quality of work. Drawing with accuracy and purpose.		Reflecting regularly on own work and making comparisons with the work of others.		Describing some of the key ideas, techniques and working practices of a variety of artists.
Computing	Computer systems and networks – the internet	Creating media – audio editing	Creating media – photo editing	Data logging	Repetition in shapes – programming	Repetition in games - programming
Dance and Gymnastics	Experimenting: movements with dynamics, direction and levels. Performing a short routine with control and coordination. Having a good understanding of spatial awareness.	Performing a gymnastic sequence displaying smooth transitions. Having a good understanding of terminology. Using rolls, points and patches, travelling and climbing.	Linking interesting and appropriate movements together to create sequences with continued control and coordination.	Performing a range of actions with control and confidence. Continuing to understand terminology of movements. Displaying good spatial awareness and work well within small groups.	Having a clear understanding and knowledge of fitness and health. Performing skills learnt with increasing musicality and confidence.	Devising, repeating and performing a sequence with a clear beginning, middle and end. Using all apparatus and equipment safely and effectively.
DT		Joining fabrics using a variety of stitches. Making decisions about design and reflecting on the most appropriate design.		Create Egyptian jewellery Fastenings Recording a plan using drawing.		
English	Setting description Story ending	Poetry (free verse) Recount writing	Character description – focussing on using new vocabulary and precise language	Newspaper articles Diary entry	Diary entry Setting description Persuasive letter Drama and role play Narrative from another perspective	Newspaper reports Narrative mystery stories Poetry (Werewolf club rules)
French	All about me – where I live	Animals and indefinite and definite article	School – subjects and opinions	Travel holidays	Home – my house and town	Weather and seasons
Games	Football Produce fakes and tricks to beat opponents Complete 1 v 1 moves to beat defenders Play short and long accurate passes	Tag Ruby To be able throw the ball backwards from side to side to a team mate How to effectively defend 1 v 1 To be able to throw the ball backwards on the move and receive the ball on the move	Netball/Basketball Pass the ball using different techniques and at different heights and speeds Shoot and score with increased success Show an increasing consistency and control during games	Hockey Dribble with their heads up to see where they are going Can pass the ball successfully to a team mate using a slap or push pass Understands and knows how to shoot into spaces	Athletics Show control, coordination and consistency when running /performing a throw/performing a jump Understand how to pace your speed when running over an increased distance Can throw using the pull or push throw Can combine the basic jump actions to form a jump combination	

Geography	Describing and understanding key aspects of rivers.	Italy Using maps and atlases to locate countries. Locating the world's countries using maps to focus on Europe.				
History			Shang Dynasty Showing knowledge and understanding of some of the main events, people and changes studied.	Egypt Asking appropriate historical questions. Describing similarities and differences in and across different periods.	Sumer Asking appropriate historical questions. Describing similarities and differences in and across different periods.	Indus Asking appropriate historical questions. Describing similarities and differences in and across different periods.
Maths	Number & place value, addition, subtraction	addition, subtraction, multiplication and division	multiplication and division, measure (length, perimeter, area), fractions	Fractions, decimals	Decimals, measurement (money, time), statistics,	geometry (properties of shape, position and direction)
Music	Respond and use increasingly complex music symbols and traditional notation. Explore the expressive qualities of music through different musical genres, time and place.	Explore how music can reflect a narrative or describe a story through creative use of the inter-related dimensions of music.	Explore the history of Chinese musical instruments, compose and improvise with the pentatonic scale.	Tudor: exploring the history of western musical instruments through archaeological evidence matching them to modern day and connecting the different context of music through time. Introduce handbells and chimes.	Ancient Civilisations Celebrate and explore diversity in music, developing listening skills and communicating personal thoughts and feelings using musical vocabulary. Develop greater understanding of texture and timbre.	Performance: explore intended effect through increasingly accurate use of the inter-related dimensions of music. Develop a greater awareness and understanding through making music, of how different parts fit together keeping in time with the pulse.
Wellbeing	I understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer (Mama Mitti).	Friendships	Understanding differences between people and how some people can be discriminated against because of their differences.	I know that bacteria and viruses can affect health and that following simple routines can reduce their spread. I can make choices about the food I eat and I can recognise what affects the choices I make e.g. taste, friends, media.	I know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	I know the school rules about health and safety, basic first aid and how to get help in an emergency situation. I understand the basics of rail, water and fire safety.
RE	Talking about people who inspire us.	Interpreting symbolism.	Exploring how religious duties affect people's lives including effect of Lent and wisdom on Christian's lives.	Considering the beliefs and values of others with a focus on Judaism.	Considering the beliefs of Sikhs and how they view equality.	Exploring how the Lord's Prayer is used by Christians.
Science	Looking at states Compare and group materials together; are they solids, liquids or gases. Observe that some materials change state when their temperature changes.	The big build Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests.	Teeth and eating 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.	Living things 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	What's that sound? How sounds are made. That vibrations from sounds travel through a medium to the ear That sounds get fainter as the distance from the sound source increases	Power it up 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

	<p>Identify the part played by evaporation and condensation in the water cycle and consider changes in temperature.</p>	<p>Make systematic and careful observations</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>		<p>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.</p>
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