Co-op Academy Clarice Cliff Curriculum Overview – Year 4 - 2025/26

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 7 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 6 weeks	Summer 2 History/ D.T. 7 weeks
Geography/ History	Investigating Rivers in the UK *(National)* Where do all rivers lead to? What are our local and national rivers? *So that we can explain why they are important.* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanos and earthquakes and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs	Invaders and Settlers – Romans How did the Roman invasions change the way people lived, traded and socialised? *What is the difference between dictatorship and democracy? What is Britain built on?* Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should be taught about: the Roman Empire and its impact on Britain.	Tourism across the Globe: Exploring countries (Global) *What are the pros and cons of tourism? So that we can be responsible world travellers.* locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanos and earthquakes and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Britain's settlement by Anglo-Saxons and Scots *What was the impact of the Anglo-Saxons settling in Britain? Why is personal choice in faith important?* Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should understand how our knowledge of the past is constructed from a range of sources.	.Settlements and land use *(Global)* What makes a good settlement? *So that we can explain why people choose to live in different places.* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge	Local Area Study – How did the Industrial Revolution change how Pottery was made in our local area? Who were the Spode family and how important were they for our local area? *What impact did the Industrial Revolution have on Spode's pottery production in Stoke?* Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should be taught about: a local history study.

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				Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots	of the United Kingdom and the wider world	
Art/ D.T.	Storytelling through Drawing How can I create a sequence of drawings to share a story? Pupils will learn; - That we can tell stories through drawing. - That we can use text within our drawings to add meaning. - That we can sequence drawings to help viewers respond to our story. - That we can use line, shape, colour and composition to develop evocative and characterful imagery.	Electrical systems: simple switches and circuits (Science – light) How can I use switches to create a circuit that I can control? When designing and making, pupils should be taught to: Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing products	Festival Feasts How can I further develop a variety of skills in a celebration of ways that food connects us, as families, cultures and communities? Pupils will learn; - That artists can learn from the world around them, looking at our food connects us, as families, cultures and communities. - That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. - That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. - That we can express our personality through the art we make. - That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. - That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it	Mechanisms: pneumatics (Science – animals and habitats) *How can I use mechanisms to create an animal that moves in its habitat?* When designing and making, pupils should be taught to: <u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their	Exploring Still Life How can I create my own piece of artwork in response to the work of others? Pupils will learn; - That when artists make work in response to static objects around them it is called still life. - That still life has been a genre for many hundreds of years, and is it still relevant today. - That when artists work with still life, they bring their own comments and meaning to the objects they portray. - That we can make a still life creative response in many media: drawing, painting, collage, relief… Festival Feasts How can I further develop a variety of skills in a celebration of ways that food connects us, as families, cultures and communities? Pupils will learn; - That artists can learn from the world around them, looking at our food connects us, as families, cultures and communities.	Textiles: 2-D shapes to 3-D products (History – Romans) *How can I build a 3-D Roman purse from flat materials?* When designing and making, pupils should be taught to: <u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u>

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		- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.	-	functional properties and aesthetic qualities <u>Evaluate</u> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.	- That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. - That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. - That we can express our personality through the art we make. - That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. - That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it	- investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.
Science	<u>Group and classify living things (Weeks 1-3)</u> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a	<u>State of matter (Week 1-5)</u> Compare and group materials together, according to whether they are solids, liquids or gases.	<u>Sound (Week 1-4)</u> Recognise that vibrations from sounds travel through a medium to the ear	<u>Data collection -B (Week 1)</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	<u>Data collection - C (Weeks 1-2)</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	<u>The digestive system (Weeks 1-5)</u> Identify the different types of teeth in humans and their simple functions.

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	variety of living things in their local and wider environment. TAPS assessment (Week 4) Living things and their habitats GOOGLE QUIZ ALL CHILDREN https://forms.gle/967fE29n6qryrBUE6 Data collection -A (Weeks 5-6) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Working scientifically – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. State of matter (Week 7) 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 evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. TAPS assessment (Week 6) States of Matter GOOGLE QUIZ ALL CHILDREN https://forms.gle/m3awqK5nZjhNGMqS8 Sound (Week 7) Identify how sounds are made, associating some of them with something vibrating.	Identify how sounds are made, associating some of them with something vibrating. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Find patterns between the pitch of a sound and features of the object that produced it. Recognise that sounds get fainter as the distance from the sound source increases. TAPS assessment (Week 5) Sound Data collection - B (Week 6) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Google quiz all children https://forms.gle/yhDsHsjhogt4RYNY7	Working scientifically – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Electricity (Weeks 2-4) 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 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. TAPS assessment (Week 5) Electricity Energy (Week 6-7) Working scientifically –	Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways, to help in answering questions. Working scientifically – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Working scientifically – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Habitats (Weeks 3-4) 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 pose dangers to living things.	Describe the simple functions of the basic parts of the digestive system in humans. TAPS assessment Animals including humans Food chains (Weeks 6-7) Construct and interpret a variety of food chains, identifying producers, predators and prey.

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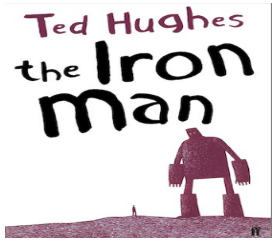
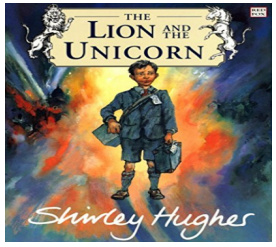
				Using straightforward scientific evidence to answer questions or to support their findings. Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.		
	Working Scientifically *During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:* • *asking relevant questions and using different types of scientific enquiries to answer them* • *setting up simple practical enquiries, comparative and fair tests* • *making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers* • *gathering, recording, classifying and presenting data in a variety of ways to help in answering questions* • *recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables* • *reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions* • *using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions* • *identifying differences, similarities or changes related to simple scientific ideas and processes* *using straightforward scientific evidence to answer questions or to support their findings.*					
Main text	Tar Beach- Faith Ringgold (3 weeks)  Varmint?	Farther- Grahame Baker Smith (3 weeks)  Matchbox Diaries- (3 weeks)	Iron Man- Ted Hughes (3 weeks)  	The Lion and the Unicorn (3+ weeks)  Frindslewylde- Natalia O'Hara	The Ever Changing Earth (3 weeks)  	The Lion the Witch and the Wardrobe (4 weeks)  Granny Came Here on the Empire Windrush

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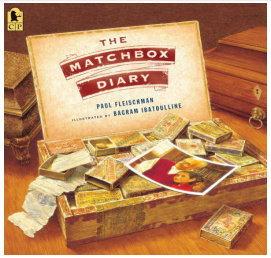
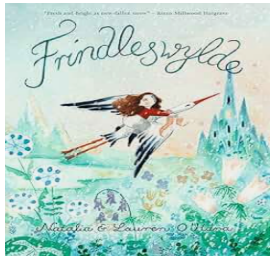
				(3 + weeks) 		(3 weeks) 
English	<u>Tar Beach:</u> Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script) <u>Varmint:</u> Explanations of a life cycle Diary entries, instructions, letters, descriptions, speeches	<u>Farther:</u> Sequel stories Retellings, recounts (postcards), setting descriptions, diary entries, instructions <u>Until I Met Dudley:</u> Two explanation texts - formal and informal Letters, short explanatory paragraphs	<u>Cinnamon:</u> Own version fables Diaries, informal letters, dialogue, adverts, limericks and other poetic forms <u>Frindlswylde:</u> Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches	<u>The Lion and the Unicorn:</u> Own version historical narratives Letters, diaries, character and setting descriptions, non chronological reports <u>Matchbox Diaries:</u> Biography Dialogue, diary entry, retelling (oral dictation), mini autobiography, fact file	<u>Ever Changing Earth:</u> Narrative sequels Informal letters, explanatory leaflets, list poems, dictionary of terms <u>Iron Man:</u> Mystery narratives Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries	The Lion, the Witch and the Wardrobe: Own version narratives (set in other worlds) Poems, eyewitness reports, imaginary conversations, writing in role <u>Granny Came Here on the Empire Windrush:</u> Factual reports Informal letters, factual statements, future aspirations, postcards, diary entries, a speech, quotations
Maths	Number: place value Number: addition and subtraction	Measurement (area) Number: multiplication and Division A NFER (1 week)	Number: multiplication and division B Measurement: (length and perimeter) Number: fractions	Number: fractions Number: decimals A NFER (1 week)	Number: decimals B Measurement (money) Measurement (time)	Geometry (shape) Statistics Geometry (position and direction) NFER (1 week)

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PE	Tag Rugby	Gymnastics (bridges)	Dance (the circus) Swimming	Hockey Swimming	Athletics	Tennis
Music (Charanga)	Mama Mia - Abba 70s Pop Song *children will learn*; to sing, play, improvise and compose with the well known song Mamma Mia listen and appraise more ABBA hits.	Glockenspiel Stage 2 *children will learn*; about the language of music through playing the glockenspiel. to explore and develop playing skills through the glockenspiel or (if they have previous knowledge) the recorder.	Stop - Grime, Classical, Bhangra, Tango, Latin Fusion *children will learn*; to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked	Lean on Me - Soul/Gospel Song by Bill Withers *children will learn*; to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked	Blackbird - by The Beatles *children will learn*; to take integrated approach to music to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked	Reflect, Rewind and Replay - Western Classical Music *children will learn*; to take integrated approach to music to revisit songs and musical activities recognise a context for the History of Music recognise and use the beginnings of the Language of Music.
Computing (Purple Mash) Yellow = split units over half terms	Unpacking Hardware & Software (Information technology) (4 weeks) - Defining types of technology - Knowing how systems work together - Identifying hardware - Understanding software Animation 2 weeks of (Information technology) (6 weeks) - Knowing the types of animation - Understanding onion skinning - Exploring animation features - Using storyboarding ONLINE SAFETY 1 WEEK - Self image and identify (Lesson 1) - Online relationships (Lesson 1 and 2)	Animation 4 weeks of (Information technology) (6 weeks) - Knowing the types of animation - Understanding onion skinning - Exploring animation features - Using storyboarding Sound Stories 3 weeks of (Information technology) (4 weeks) - Recording audio content - Creating sound effects - Post-production editing	Sound Stories 1 week of (Information technology) (4 weeks) - Recording audio content - Creating sound effects - Post-production editing Micro:bit - (Computer Science) (4 weeks) - Exploring sensor inputs and the accelerometer - Using variables, inputs and outputs - Coding with selection and loops ONLINE SAFETY 2 WEEKS - Online reputation (Lesson 1 and 2) - Online bullying (Lesson 1 and 2)	Effective Searching (Digital Literacy) (4 weeks) - Using a search engine - Search rankings - Reliable searching - Search algorithms ONLINE SAFETY 1 WEEK - Health, well-being and lifestyle (Lesson 1) - Privacy and security (Lesson 1 and 2)	Coding (computer science) (6 weeks) - Introducing selection - Exploring design properties - Introducing loops - Coding number variable	Introduction to AI (Information technology) (4 weeks) - Exploring how AI works - Investigating the positive and negative impacts of AI - Considering AI in the future ONLINE SAFETY 2 WEEKS -- Managing online information (Lesson 1,2 and 3) - Copyright and ownership (Lesson 1 and 2)
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy)					

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	- self image and identity - online relationships - online reputation - online bullying -health, wellbeing and lifestyle - privacy and security - managing online information -copyright and ownership					
Languages (French)	**Welcome to school** (Recall personal information questions and answers Recall 0-10 and some classroom instructions Say and read numbers 10-20 Recall days and months Names of areas /rooms in school Classroom item nouns	**My town, your town** (Revisit /extend colours Revisit/extend classroom commands Commands of movement and direction Places in town/shops nouns Ask and answer question "Where is …?"	**Family tree and faces.** (Revisit face part nouns Body parts nouns Movement commands Use of " I have" with physical descriptions in French. Generate simple sentence descriptions, adjectives and nouns, to describe an alien.)	**Face and body parts** (Revisit face part nouns Body parts nouns Movement commands Use of " I have" with physical descriptions in French. Generate simple sentence descriptions,	**Feeling unwell; Jungle animals** (Recall body parts nouns Explaining how something hurts Ask the question "What is wrong?" At the doctors ' roleplay Jungle animal nouns Adjectives of colour and size to describe animal nouns)	**The weather · Ice creams · Language Puzzle** (Weather statements Weather question. Ice cream flavours Buying an ice cream dialogues Ice creams- I love, like, dislike)
RE	Unit 20 What is Trinity and why is it important for Christians? Incarnation/God	Unit 26 For Christians, when Jesus left; what was the impact of pentecost? Kingdom of God	Unit 27 What do Hindus believe God is like? Hinduism	Unit 28 Why do Christians call the day that Jesus died Good Friday? Salvation	Unit 29 What does it mean to be a Hindu in Britain today? Hinduism	Unit 30 How and why do people celebrate the significant events of life? Thematic
PSHE	<u>Being me in my world</u> I know my attitudes and actions make a difference to the class team I understand who is in my school community, the roles they play and how I fit in I understand how democracy works through the school council I understand that my actions affect myself and others. I care about other people's feelings and try to emphasize with them I understand how groups come together to make decisions.	<u>Celebrating Difference</u> I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are.	<u>Dreams and Goals</u> I know how to make a new plan and how to set new goals even if I have been disappointed. I know it means to be resilient and have a positive attitude.	<u>Healthy Me</u> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	<u>RELATIONSHIPS WITHOUT FEAR</u>	<u>Changing Me</u> I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I'd like to make when I am in Year 5 and describe how to go about this.