

Co-op Academy Clarice Cliff Curriculum Overview – Year 4 - 2026/27

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 6 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 7 weeks	Summer 2 History/ D.T. 6.5 weeks
Geography/ History	Investigating Rivers in the UK (<i>National</i>) Where do all rivers lead to? What are our local and national rivers? <i>So that we can explain why they are important.</i> 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? <i>What is the difference between dictatorship and democracy? What is Britain built on?</i> 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) <i>What are the pros and cons of tourism? So that we can be responsible world travellers.</i> 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 <i>What was the impact of the Anglo-Saxons settling in Britain? Why is personal choice in faith important?</i> 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 (<i>Global</i>) What makes a good settlement? <i>So that we can explain why people choose to live in different places.</i> 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 of the United Kingdom and the wider world	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? <i>What impact did the Industrial Revolution have on Spode's pottery production in Stoke?</i> 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.

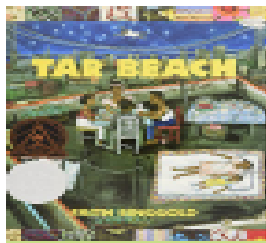
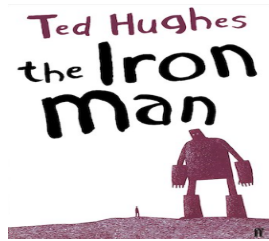
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				Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots		
Art/ D.T.	Storytelling through Drawing How can I create a sequence of drawings to share a story? Pupils will learn; - That we can tell stories through drawing. - That 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.	Mechanisms: pneumatics (Science – animals and habitats) <i>How can I use mechanisms to create an animal that moves in its habitat?</i> 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> - 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	Electrical systems: simple switches and circuits (Science – light) How can I use switches to create a circuit that I can control? 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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. - That artists take creative risks. That artists try to say	Textiles: 2-D shapes to 3-D products (History – Romans) <i>How can I build a 3-D Roman purse from flat materials?</i> 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> - investigate and analyse a range of existing products

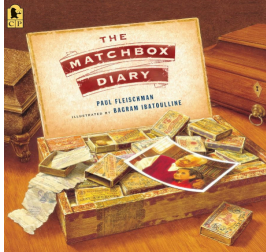
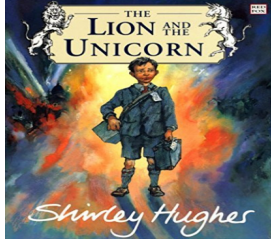
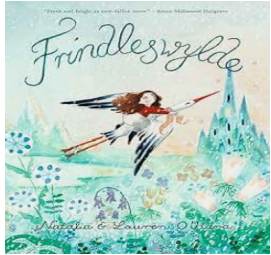
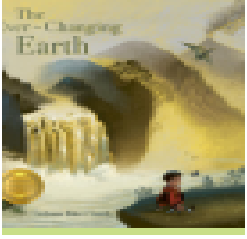
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		- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - 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.		Evaluate - 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 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.	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	- 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>Living things and their habitats</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</u> Compare and group materials together, according to whether they are solids, liquids or gases.	<u>Electricity</u> 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.	<u>Sound</u> Identify how sounds are made, associating some of them with something vibrating.	<u>Animals Including Humans</u> Describe the simple functions of the basic parts of the digestive system in humans.	

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	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 Use and make identification keys for plants and animals <u>TAPS assessment</u> <u>Living things and their habitats</u> GOOGLE QUIZ ALL CHILDREN https://forms.gle/967fE29n6qrvrBUE6	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. <u>TAPS assessment</u> <u>States of Matter</u> GOOGLE QUIZ ALL CHILDREN https://forms.gle/m3awgK5nZjhNGMqS8	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. <u>TAPS assessment</u> <u>Electricity</u>	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. 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 <u>TAPS assessment</u> <u>Sound</u>	Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. Describe how teeth and gums have to be cared for in order to keep them healthy. <u>TAPS assessment</u> <u>Animals including humans</u>	
	<u>Working Scientifically</u> 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 <i>using straightforward scientific evidence to answer questions or to support their findings.</i>					
Main text	Tar Beach- Faith Ringgold (3 weeks) 	Farther- Grahame Baker Smith (3 weeks) 	Iron Man- Ted Hughes (3 weeks) 	The Lion and the Unicorn (3+ weeks)	The Ever Changing Earth (3 weeks)	The Lion the Witch and the Wardrobe (4 weeks)

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	Varmint?	Matchbox Diaries- (3 weeks) 		 Frindslewyld- Natalia O'Hara (3 + weeks) 		 Granny Came Here on the Empire Windrush (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>Frindslewyld:</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 <i>children will learn;</i> to sing, play, improvise and compose with the well known song Mama Mia listen and appraise more ABBA hits.	Glockenspiel Stage 2 <i>children will learn;</i> 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 <i>children will learn;</i> 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 <i>children will learn;</i> 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 <i>children will learn;</i> 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 <i>children will learn;</i> 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)	<u>Unpacking Hardware & Software</u> (Information technology) - Defining types of technology - Knowing how systems work together - Identifying hardware - Understanding software <u>Animation</u> (Information technology) - Knowing the types of animation - Understanding onion skinning - Exploring animation features - Using storyboarding ONLINE SAFETY - copyright and ownership	<u>Animation</u> (Information technology) - Knowing the types of animation - Understanding onion skinning - Exploring animation features - Using storyboarding <u>Sound Stories</u> (Information technology) - Recording audio content - Creating sound effects - Post-production editing ONLINE SAFETY - self image and identity	<u>Sound Stories</u> (Information technology) - Recording audio content - Creating sound effects - Post-production editing <u>Micro:bit -</u> (Computer Science) - Exploring sensor inputs and the accelerometer - Using variables, inputs and outputs - Coding with selection and loops	<u>Effective Searching</u> (Digital Literacy) (4 weeks) - Using a search engine - Search rankings - Reliable searching - Search algorithms ONLINE SAFETY - privacy and security	<u>Coding</u> (computer science) - Introducing selection - Exploring design properties - Introducing loops - Coding number variable ONLINE SAFETY - privacy and security	<u>Introduction to AI</u> - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ONLINE SAFETY - managing information online

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	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy) - self image and identity - 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 25 L2.4 What kind of world did Jesus want? (Theology)	Unit 26 L2.6 For Christians, what was the impact of Pentecost? (Theology)	Unit 27 L2.7 What do Hindus believe God is like? (Theology)	Unit 28 L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Theology)	Unit 29 L2.8 What does it mean to be Hindu in Britain today? (Theology)	Unit 30 L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious (Sociology)
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. I understand how democracy and having a voice benefits the school community	<u>Celebrating Difference</u> I understand that, sometimes, we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can identify what is special about me and value the ways in which I am unique	<u>Dreams and Goals</u> I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to make a new plan and how to set new goals even if I have been disappointed. I know how to work out the steps to take to achieve a goal, and can do this	<u>Healthy Me</u> I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol I understand the facts about smoking and its	<u>Relationships</u> I can recognise situations which can cause jealousy in relationships I can identify someone I love and can express why they are special to me I can tell you about someone I know that I no longer see I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	<u>Changing Me</u> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I understand what responsibilities there are in parenthood and the joy it can bring I can consider what has influenced my life and what

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		I can tell you a time when my first impression of someone changed as I got to know them.	successfully as part of a group. I can identify the contributions made by myself and others to the group's achievement	effects on health, and also some of the reasons some people start to smoke I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I know myself well enough to have a clear picture of what I believe is right and wrong	I know how to show love and appreciation to the people and animals who are special to me	might influence the lives of other people I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can identify what I am looking forward to when I move to a new class
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