

Co-op Academy Clarice Cliff Curriculum Overview – Year 4 - 2023-2024

	Autumn 1 Geography/ Art	Autumn 2 History/ D.T	Spring 1 Geography/ Art	Spring 2 History/ D.T.	Summer 1 Geography/ Art	Summer 2 History/ D.T.
Geography/ History	<p>Investigating Rivers in the UK <i>(National)</i></p> <p>Where do all rivers lead to? What are our local and national rivers? <i>So that we can explain why they are important.</i></p> <p>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)</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanos and earthquakes and the water cycle <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	<p>Local Area Study – How did the Industrial Revolution change how Pottery was made in our local area?</p> <p>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></p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should be taught about: a local history study.</p>	<p>Tourism across the Globe: Exploring countries (Global)</p> <p><i>What are the pros and cons of tourism? So that we can be responsible world travellers.</i></p> <p>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</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanos and earthquakes and the water cycle <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>The Ancient Greeks</p> <p>What types of rulership did Ancient Greece have and how did this impact on the lives of males and females? What is gender bias and how might this affect you?</p> <p>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.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>.Settlements and land use <i>(Global)</i></p> <p>What makes a good settlement? <i>So that we can explain why people choose to live in different places.</i></p> <p>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</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> - 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 <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	<p>Invaders and Settlers – Romans</p> <p>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></p> <p>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.</p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should be taught about: the Roman Empire and its impact on Britain.</p>

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<p>Art/ D.T.</p>	<p>Storytelling through Drawing</p> <p>How can I create a sequence of drawings to share a story?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - 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. 	<p>Electrical systems: simple switches and circuits (Science – light)</p> <p>How can I use switches to create a circuit that I can control?</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - 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 <p>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u></p> <ul style="list-style-type: none"> - 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 <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the 	<p>Exploring Still Life</p> <p>How can I create my own piece of artwork in response to the work of others?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - 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... 	<p>Mechanisms: pneumatics (Science – animals and habitats)</p> <p><i>How can I use mechanisms to create an animal that moves in its habitat?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - 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 <p>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u></p> <ul style="list-style-type: none"> - 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 <p><u>Evaluate</u></p>	<p>Sculpture, Structure, Inventiveness & Determination</p> <p>How can I express my inventiveness and exploration through the connection of drawing and making?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. - 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 <p>Year 4/5 transition art project:</p>	<p>Textiles: 2-D shapes to 3-D products (History – Romans)</p> <p><i>How can I build a 3-D Roman purse from flat materials?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - 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 <p><u>Make</u></p> <ul style="list-style-type: none"> - 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 <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own
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		<p>views of others to improve their work</p> <ul style="list-style-type: none"> - understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> - 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. 		<ul style="list-style-type: none"> - 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 <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> - 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. 	<p>Clarice Cliff Project fish form clay platter.</p>	<p>design criteria and consider the views of others to improve their work</p> <ul style="list-style-type: none"> - understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> - 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.
<p>Science</p>	<p>Sound</p> <p>Identify how sounds are made and associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify common appliances that run on electricity.</p>	<p>Living Things & their Habitats</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in</p>	<p>Animals, including humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p>States of matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Sustainable Science</p>

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	<p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p>their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Observe that some materials change state when they are heated or cooled.</p> <p>Measure or research the temperature at which this happens in degrees Celsius (°C)</p>	
	<p><u>Working Scientifically</u></p> <p><i>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:</i></p> <ul style="list-style-type: none"> • <i>asking relevant questions and using different types of scientific enquiries to answer them</i> • <i>setting up simple practical enquiries, comparative and fair tests</i> • <i>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i> • <i>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i> • <i>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i> • <i>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i> • <i>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i> • <i>identifying differences, similarities or changes related to simple scientific ideas and processes</i> <p><i>using straightforward scientific evidence to answer questions or to support their findings.</i></p>					
Main text	Wind in the Willows – Kenneth Grahame	Charlie and the Chocolate Factory – Roald Dahl	The Boy at the Back of the Class- Onjali Q Rauf	Arthur and the Golden Rope- Joe Todd Stanton	The Eye of the Wolf- Daniel Pennac	Clockwork- Philip Pullman
Supporting texts	Please refer to the Year 4 Reading Spine	Please refer to the Year 4 Reading Spine	Please refer to the Year 4 Reading Spine	Please refer to the Year 4 Reading Spine	Please refer to the Year 4 Reading Spine	Please refer to the Year 4 Reading Spine
English Fiction	Narrative: Retell (3 weeks)	Narrative: Product/ character and setting development (3 weeks)	Narrative: Retell of the journey to England (3 Weeks)	Narrative: Writing own myth (3 weeks)	Narrative: Writing own Native American legend (3 Weeks)	Narrative: Character description (2 Weeks)
Non-narrative	Non-narrative: Explanation text- What is the Water Cycle? (3 weeks)	Non-narrative: Persuasive writing advertising (3 weeks)	Non-narrative: Persuasive letter to the Prime Minister about refugees (3 weeks)	Non-narrative: Non chronological report on Greek Gods (3 weeks)	Non-narrative: Diary entry from the point of view of the wolf (3 weeks)	Non-narrative: Instructions on how to care for 'Sir Ironsoul' (3 weeks)

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<p>Maths</p>	<p>Number: place value (4 weeks)</p> <p>Number: addition and subtraction (3 weeks)</p> <p>Measurement: length and perimeter (1 week - out of 2)</p>	<p>Measurements: length and perimeter (1 week - out of 2)</p> <p>Number: multiplication and division (1 week – out of 3)</p> <p>NFER (1 week)</p> <p>Number: multiplication and division (2 weeks – out of 3)</p> <p>Consolidation (2 weeks)</p>	<p>Numbers: multiplication and division (3 weeks)</p> <p>Measurement: area (1 week)</p> <p>Number: fractions (2 weeks – out of 4)</p>	<p>Number: fractions (2 weeks – out of 4)</p> <p>NFER (1 week)</p> <p>Number: decimals (3 weeks)</p>	<p>Number: decimals (2 weeks)</p> <p>Measurement: money (2 weeks)</p> <p>Measurement: time (2 weeks)</p>	<p>Statistics (2 weeks)</p> <p>NFER (1 week)</p> <p>Geometry: properties of shape (3 weeks) AND Geometry: position and direction (1 week) COMBINE INTO 3 WEEKS</p>
<p>PE</p>	<p>Tag Rugby</p>	<p>Gymnastics (bridges)</p>	<p>Dance (the circus) Swimming</p>	<p>Hockey Swimming</p>	<p>Athletics</p>	<p>Tennis</p>
<p>Music (Charanga)</p>	<p>Mama Mia - Abba 70s Pop Song</p> <p><i>children will learn;</i> to sing, play, improvise and compose with the well known song Mamma Mia</p> <p>listen and appraise more ABBA hits.</p>	<p>Glockenspiel Stage 2</p> <p><i>children will learn;</i> about the language of music through playing the glockenspiel.</p> <p>to explore and develop playing skills through the glockenspiel or (if they have previous knowledge) the recorder.</p>	<p>Stop - Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Lean on Me - Soul/Gospel Song by Bill Withers</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Blackbird - by The Beatles</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Reflect, Rewind and Replay - Western Classical Music</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to revisit songs and musical activities</p> <p>recognise a context for the History of Music</p> <p>recognise and use the beginnings of the Language of Music.</p>
<p>Computing (Purple Mash)</p>	<p><u>Online Safety (4 weeks)</u></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Understand computer networks including the internet; how they can provide multiple services, such</p>	<p><u>Spreadsheets (6 weeks)</u></p> <p>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</p>	<p><u>Coding (6 weeks)</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple</p>	<p><u>Logo (4 weeks)</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p><u>Writing for different audiences (5 weeks)</u></p> <p>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</p> <p>Design, write and debug programs that accomplish specific goals, including</p>	<p><u>Effective Searching (3 weeks)</u></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>

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	as the world wide web; and the opportunities they offer for communication and collaboration		algorithms work and to detect and correct errors in algorithms and programs		controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><u>Animation (3weeks)</u></p> <p>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</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>
Languages (French)	All Around Town	On the Move	Going Shopping	Where in the World?	What's the Time	Holidays and Hobbies
RE	<p>2.7 What do Hindus believe God is like?</p> <p>Introduction to in-depth study of Hindu people, not studied in depth before, but mentioned in some thematic units. This adds a</p>	<p>2.3 What is Trinity and why is it important for Christians?</p> <p>Links to Christmas, appropriate time of year to study and develop understanding.</p>	<p>2.8 What does it mean to be a Hindu in Britain today?</p> <p>Builds on previous knowledge and understanding from Unit 2.7.</p>	<p>2.5 Why do Christians call the day that Jesus died Good Friday?</p> <p>Links to Easter, appropriate time of year to study</p>	<p>2.6 For Christians, when Jesus left, what was the impact of Pentecost?</p>	<p>2.11 How and why do people celebrate the significant events of life?</p> <p>Systematic study leads to thematic study at the end of the year. Allowing informed</p>

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	further religious viewpoint for understanding and comparison.					comparison and further recall of subject knowledge.
PSHE	<p><u>Being me in my world</u></p> <p>I know my attitudes and actions make a difference to the class team</p> <p>I understand who is in my school community, the roles they play and how I fit in</p> <p>I understand how democracy works through the school council</p> <p>I understand that my actions affect myself and others. I care about other people's feelings and try to emphasize with them</p> <p>I understand how groups come together to make decisions.</p>	<p><u>Celebrating Difference</u></p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p><u>Dreams and Goals</u></p> <p>I know how to make a new plan and how to set new goals even if I have been disappointed.</p> <p>I know it means to be resilient and have a positive attitude.</p>	<p><u>Healthy Me</u></p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>RELATIONSHIPS WITHOUT FEAR</p>	<p><u>Changing Me</u></p> <p>I can identify what I am looking forward to when I am in Year 5.</p> <p>I can reflect on the changes I'd like to make when I am in Year 5 and describe how to go about this.</p>