

# Year Four Curriculum Overview Summer Term2 2023



Reading opportunities: *Baller Boys* by Vanessa Taylor. We will also be using a range of non-fiction books relating to foundation subjects.

## Geography

Map it, walk it, bike it.

### Intent

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, and digital technologies.

### Sequence of lessons

- 1) How can we collect information about the area around the school?
- 2) What can we find out about the local area around the school? How safe is it?
- 3) What changes could be made to the local area to make it safer?

### Composite outcome

Children to write a short letter suggesting something that could be changed to make the area around the school better for walking and cycling.

### Impact

Children assessed on 3 aspects of geographical achievement (contextual world, geographical understanding and geographical enquiry).

## Religious Education

How and why do people mark the significant events of life?

### Intent

Explore what people believe and what difference this makes to how they live.

### Sequence of lessons

- 1) What does the idea of the journey of life mean to us?
- 2) What is the significance of baptism to Christians?
- 3) How do Jewish people mark becoming an adult?
- 4) What ceremonies do Hindus mark in the journey of life?
- 5) Why do people choose to get married?
- 6) Are all journeys similar?

### Composite outcome

Create a journey bag for either a Christian, a Jewish person or a Hindu.

### Impact

Pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

## Science

Help our habitats

### Intent

Recognise that environments can change and that this can sometimes pose dangers to living things.

### Sequence of lessons

- 1) How has our local environment changed?
- 2) How have living things adapted to natural and man-made changes?
- 3) What is climate change?
- 4) What are some of the impacts to living things if an environment changes?
- 5) Can we make a positive impact to a local environment?

### Composite outcome

Linked to DT – create a moving mechanism with a message linked to climate change.

### Impact

Children use straightforward scientific evidence to answer questions or to support finding surrounding climate change.

## PSHE

Changing me

### Intent

To explain conception and puberty in simple terms.

### Sequence of lessons

1. I understand that some of my personal characteristics have come from my birth parents.
2. I can correctly label the internal and external parts of male and female bodies.
3. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult.
4. I know how the circle of change works and can apply it to changes I want to make in my life.
5. I can identify changes that have been and may continue to be outside of my control that I learnt to accept.
6. I can identify what I am looking forward to when I move to a new class.

### Composite outcome

Complete a circle of change template to help manage an upcoming change – change of year group for example.

### Impact

Children feel more prepared for upcoming changes.

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## Art

### Festival Feasts

#### Intent

To respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.

#### Sequence of lessons

**Week 1 and 2)** Be inspired: pupils will spend time looking at the artists and making drawings in sketchbooks.

**Week 3 and 4)** Explore painting and sculpture with "Paint Your Corner Shop".

**Week 5)** Collaborate: communal picnic drawing.

**Week 6)** Share and discuss

#### Composite outcome

Present my work as part of a larger artwork.

#### Impact

In this pathway children are enabled to begin to recognise that their individual creative response will be different to that of their peers, but that it is valued and can contribute to a larger shared artwork.

## DT

### Mechanisms with a message

#### Intent

Learn about different types of movement through investigating mechanisms in everyday objects and designing and making a moving model to reinforce a message.

#### Sequence of lessons

- 1) To recognise different types of movement within simple moving objects. To understand that a cam can be used with a lever or a slider to change rotary motion into oscillating or reciprocating motion (IDEAs)
- 2) How to make cam mechanisms with a lever follower and a slider follower (FPTs)

#### Composite outcome

Design and make a mechanism with a message, using a cam with a lever or slider follower (DMA).

#### Impact

Through these activities children gain an understanding of the working characteristics of the materials and components and how they can be combined to create more useful properties.

## Spanish

### Mi Casa

#### Intent

Using, developing and expanding vocabulary into full Spanish sentences and phrases.

#### Sequence of lessons

1. Say whether they live in a house or an apartment and say where it is.
2. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.
3. Tell somebody in Spanish what rooms they have or do not have in their home.
4. Ask somebody else in Spanish what rooms they have or do not have in their home.

#### Composite outcome

Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).

#### Impact

Children to speak and write in Spanish using longer more interesting sentences.

## Computing

### Programming

#### Intent

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

#### Sequence of lessons

1. To develop the use of count-controlled loops in a different programming environment.
2. To explain that in programming there are infinite loops and count-controlled loops.
3. To develop a design that includes two or more loops which run at the same time.
4. To modify an infinite loop in a given program.
5. To design a project that includes repetition.

#### Composite outcome

To create a project that includes repetition.

#### Impact

Learners will explore the concept of repetition in programming using the Scratch environment.