Year Four Curriculum Overview Summer Term2 2023

Geography
How can we connect to, protect and enhance the environment?

Intent
Developing fieldwork to observe, measure, record and present human and physical features in the local area.
Understanding of natural resources including food, water, energy and minerals.
Understanding of basic UK physical geography.
Understanding of natural resources.

Sequence of lessons
1) What is the difference between human and physical environmental features?
2) What is meant by 'natural resources'?
3) What does environmental protection mean and look like?
4) How can we protect and enhance our environment?

Composite outcome
Children to plan and recommended ways we can enhance our local environment.

Impact
Encourages children to become active participants and make change to their home environment, school ground, or local area.

Religious Education
When Jesus left, what was the impact of Pentecost?

Intent
Develop understanding of concepts and mastery of skills to make sense of religion and belief.

Sequence of lessons
1) Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
2) Offer suggestions about what the description of Pentecost in Acts 2 might mean.
3) Give examples of what Pentecost means to some Christians now.
4) Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.

Composite outcome
As a whole class, design then take part in creating, a banner to hang in a church at the festival of Pentecost

Impact
Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas

Science
Are these your teeth?

Intent
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.
Construct and interpret a variety of food chains, identifying producers, predators and prey

Sequence of lessons
1) Excuse me, are these your teeth?
2) What happens to my food?
3) What does the small intestine do?
4) Who did this poo?
5) Who's the predator?

Composite outcome
Plan and perform a 'Healthy Teeth' presentation for Foundation Stage.

Impact
Children to recognise the importance of looking after their teeth, as well as the importance of a balanced diet to maintain a healthy digestive system.

PSHE
Relationships

Intent
Recognise how people are feeling when they miss a special person or animal.

Sequence of lessons
1. I can recognise situations which can cause jealousy in relationships.
2. I can identify someone I love and can express why they are special to me.
3. I can tell you about someone I know that I no longer see.
4. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.
5. I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.

Composite outcome
Create a mini-collage to represent a special person or pet in their life.

Impact
Give ways that might help me manage my feelings when missing a special person or animal.

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Art
Sculpture, Structure, Inventiveness and Determination

Intent
To construct using a variety of materials to make a sculpture.

Sequence of lessons
Week 1) Introduce artists who are inspired by things that birds can teach us.
Weeks 2 & 3) Exploratory mark making
Weeks 4 & 5) Making nests
Week 6) Share reflect and discuss

Composite outcome
Share and reflect drawing techniques with each other.

Impact
That we can feel safe enough to take enough risks in our own work. That we can explore materials and ideas feeling free from criticism.

Music
Blackbird

Intent
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Sequence of lessons
1) Sing the song.
2) Sing the song and play instrumental parts within the song.
3) Sing the song and improvise using voices and/or instruments within the song.
4) Sing the song and perform composition(s) within the song.
5) Choose what you perform today. Start to prepare for the end-of-unit performance.

Composite outcome
A recorded end-of-unit performance.

Impact
Children will consolidate key vocabulary, be able to compose and perform their own music.

Spanish
La Clase

Intent
Remember and recall 12 classroom objects in Spanish

Sequence of lessons
1. Introduce the nouns and articles/determiners for six common classroom objects.
2. To learn a further six classroom object nouns with their indefinite articles/determiners.
3. To learn the question '¿Qué tienes en tu estuche?'
4. To consolidate the previously learnt language and introduce the possessive adjectives 'mi' and 'mis'
5. To learn how to use the negative structure 'No tengo…' (I do not have).
6. To revise all language covered so far and complete assessment for the unit.

Composite outcome
Say and write what they have and do not have in their pencil case.

Impact
Children will see and learn how the language works differently in Spanish, as seen with the possessive adjective.

Computing
Programming A – Repetition in shapes

Intent
Learners will create programs by planning, modifying, and testing commands to create shapes and patterns

Sequence of lessons
1. To identify that accuracy in programming is important
2. To create a program in a text-based language
3. To explain what 'repeat' means
4. To modify a count-controlled loop to produce a given outcome
5. To decompose a task into small steps
6. To create a program that uses count-controlled loops to produce a given outcome

Composite outcome
Pupils will create algorithms and then implement those algorithms as code.

Impact
This unit progresses students' knowledge and understanding of programming. It progresses from the sequence of commands in a program to using count-controlled loops.