

St John's CE Primary School  
Year Four  
Spring Curriculum Overview

	<u>Summer One</u>	<u>Summer Two</u>
<u>English</u>	<p><b>Focus text:</b> <i>Operation Gadget Man</i> by Malorie Blackman</p> <p><b>SPAG:</b> verb inflections in Standard English, conjunctions for time and cause, suffixes, possessive apostrophes for plurals and paragraphs</p>	<p><b>Focus text:</b> <i>Sky Hawk</i> by Gill Lewis</p> <p><b>SPAG:</b> verb tenses (past; simple and present perfect), prefixes, possessive apostrophes for plurals, subordinate clauses and organisational devices</p>
<u>Maths</u>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Decimals</li> <li>• Money</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Statistics</li> <li>• Position and Direction</li> </ul>
<u>Science</u>	<p><b><u>Animals, including Humans</u></b></p> <ol style="list-style-type: none"> <li>1. What happens to food when I put it in my mouth?</li> <li>2. How do we look after our teeth?</li> <li>3. Are all teeth the same?</li> <li>4. How do we digest our food?</li> <li>5. Do all animals have the same diet?</li> <li>6. How do plants and animals rely on each other?</li> </ol>	<p><b><u>Living Things and their Habitats (Trip to Cuerden Valley Park)</u></b></p> <ol style="list-style-type: none"> <li>1. How can we group living things?</li> <li>2. How do scientists classify living things?</li> <li>3. What is an environment or habitat?</li> <li>4. How can we teach others by classifying the living things in our local environment?</li> <li>5. What impact do humans have on habitats?</li> <li>6. How can we protect our local habitats?</li> </ol>
<u>PSHE and RSE</u>	<p><b><u>Living in the Wider World - One World</u></b></p> <ol style="list-style-type: none"> <li>1. Chiwa and Kwende I can discuss ways in which people's lives are similar and different and give reasons for these differences.</li> </ol>	<p><b><u>Living in the Wider World - Respecting Rights</u></b></p> <ol style="list-style-type: none"> <li>1. Rights I understand what rights are and that all people share the same rights.</li> <li>2. Are all rights equal? I understand what the Universal Declaration of Human Rights and the</li> </ol>

	<ol style="list-style-type: none"> <li>2. Chiwa's Dilemma 1 I can explore differences of opinion and identify if I feel these are fair.</li> <li>3. Chiwa's Dilemma 2 I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions.</li> <li>4. Chiwa's Sugar I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.</li> <li>5. Chiwa's World I can explain what climate change is and how it affects people's lives and identify what I can do to help.</li> <li>6. Charity for Chiwa I can identify different organisations which help people in different countries who are in challenging situations and explain how they do this</li> </ol>	<p>Declaration of the Rights of the Child are and why they are important.</p> <ol style="list-style-type: none"> <li>3. Rules I can explain what democracy is and how this relates to rules and human rights.</li> <li>4. Rights without responsibilities I understand that human rights are not dependent on responsibilities.</li> <li>5. Respect I can explain what it means to respect the rights of others and I understand why this is important.</li> <li>6. Are we so different? I understand how stereotypes can stop people's human rights being met</li> </ol>
<p><u>History</u></p>	<p style="text-align: center;"><u>Ancient Egyptians</u></p> <ol style="list-style-type: none"> <li>1. Who ruled Ancient Egypt?</li> <li>2. What was Ancient Egypt society like?</li> <li>3. Why was the River Nile so important to the Ancient Egyptians?</li> <li>4. Why did the Ancient Egyptians build pyramids and who were the pyramid builders?</li> <li>5. What did the Ancient Egyptians believe and where did they think they went to after death?</li> </ol>	

	6. Why was Tutankhamun's tomb an important discovery? How are we still learning about Ancient Egyptians today?	
<u>Geography</u>		<u>Rivers - linked to trip to Cuerden Park</u>  1. Where are the world's rivers? 2. How do rivers shape the land? 3. What landforms do rivers create? (1) 4. What landforms do rivers create? (2) 5. Why are rivers important to people? 6. What happens when a river floods?
<u>RE</u>	<u>The church</u>  1. What does 'church' mean? 2. Are all churches the same? Why? Why not? 3. What does it mean to belong to a church? 4. What have you learned about the church that you didn't know before? 5. Where do people of World faiths worship? Are they all the same? 6. Are there any similarities between places of worship? 7. What are the key differences?	<u>Jesus</u>  1. How do we know Jesus had power and authority? 2. Where did Jesus' power and authority come from? 3. How do the actions of Jesus show that he is the Son of God? 4. How do the actions of Jesus show his divine nature? 5. How do these stories reveal Jesus to be the Son of God? 6. What do Christians believe about Jesus and God because of these events?

<u>PE</u>	<u>Swimming</u> <u>Athletics</u>	<u>Athletics</u> <u>Rounders/Cricket</u>
<u>Art</u>	<p><u>Egyptian Art - artist Alaa Awad</u></p> <ol style="list-style-type: none"> <li>1. How can artists be inspired by their heritage or other cultures?</li> <li>2. Can I apply understanding of ancient techniques to construct a new material?</li> <li>3. How can I apply drawing and painting skills in the style of an ancient civilisation?</li> <li>4. Can I create my own narrative art?</li> <li>5. Can I make my own creative response to a history topic?</li> <li>6. Can I make my own creative response to a history topic?</li> </ol>	
<u>DT</u>		<p><b><u>Keep it safe: shell, solid and combination structure</u></b></p> <ol style="list-style-type: none"> <li>1. To investigate structures.</li> <li>2. To construct nets to create 3D shapes.</li> <li>3. To evaluate existing structures.</li> <li>4. To develop a design brief and to sketch ideas for the product.</li> <li>5. To explore contexts and purposes of structures.</li> <li>6. To design, make and evaluate structures.</li> <li>7. To experiment with making techniques.</li> <li>8. To measure, mark out, cut and shape materials.</li> </ol>

<u>Computing</u>	<u>Digital Literacy - Online Safety</u>  1. To create a safe online profile. 2. To explain how to be a responsible digital citizen. 3. To create an online safety superhero character.	<u>Computer Science Scratch: Questions &amp; Quizzes</u>  1. I can compare quizzes and decompose a problem into smaller parts. 2. I can write and debug a program. 3. I can write and debug a program which uses sequence and repetition. 4. I can program a variable for a sprite in Tynker. 5. I can write and debug a program which uses a sequence. 6. I can design, write and debug my own program by selecting appropriate visual block commands to create a sequence. 7. I can debug a program to ensure that it works.
<u>Music</u>	<u>Glockenspiel Stage 1 (notes and notation)</u>  1. Easy E and Strictly ( E,D) 2. Play your music (E,D) 3. DeeCee's Blues (C,D) 4. D-E-F-initely (D,E,F) 5. March of the Golden Guards (C,D,E,F) 6. Composition (C,D,E,F)	
<u>Forest School</u>	<u>Gardening Growing</u>	<u>Den Building</u> Linked to DT - Keep it safe: shell, solid and combination structure <u>Our local environment</u> Linked to Science - Habitats