



**Year 4 - Curriculum Skills Overview 2022-2023**



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Art</b>	<b>Package design.</b> Applying technical skills to improve the quality of work. Drawing with accuracy and purpose	<b>Mayan masks</b> Applying technical skills to improve the quality of work. Drawing with accuracy and purpose.	<b>Self portraits</b> Applying technical skills to improve the quality of work. Drawing with accuracy and purpose.	<b>William Morris</b> Describing some of the key ideas, techniques and working practices of a variety of artists.	<b>Austin's butterfly</b> Reflecting regularly on own work and making comparisons with the work of others.	<b>Animals</b> Applying technical skills to improve the quality of work. Drawing with accuracy and purpose.
<b>Computing</b>	<b>Computing Systems and Networks:</b> Collaborative Learning  <i>Online Safety</i>	<b>Programming 1:</b> Further Coding with Scratch  <i>Online Safety</i>	<b>Creating Media:</b> Website Design  <i>Online Safety</i>	<b>Skills Showcase:</b> HTML  <i>Online Safety</i>	<b>Programming 2:</b> Computational Thinking  <i>Online Safety</i>	<b>Data handling:</b> Investigating Weather
<b>Dance, Gymnastics and Fitness</b>	<b>Gymnastics</b> Shapes-Develop the range of shapes they use in their sequences.  Inverted movements- Develop strength in bridge and shoulder stand.  Balances- Develop control and fluency in individual and partner balances  Rolls- Develop the straight, barrel, forward and straddle roll and perform with increased control.	<b>Fitness</b> Agility- Show balance when changing direction at speed.  Balance-Show control whilst completing activities which challenge balance.  Co-ordination- Explore increased speed when coordinating their bodies.  Speed-Demonstrate improved sprinting technique.	<b>Dance</b> Actions- Respond imaginatively to a range of stimuli related to character and narrative.  Dynamics- Change dynamics confidently within a performance to express changes in character  Space- Confidently use changes in level, direction and pathway.  Relationships-Use action and reaction	<b>Gymnastics</b> Shapes-Develop the range of shapes they use in their sequences.  Inverted movements- Develop strength in bridge and shoulder stand.  Balances- Develop control and fluency in individual and partner balances  Rolls- Develop the straight, barrel, forward and straddle roll and perform with increased control.	<b>Dance</b> Actions- Respond imaginatively to a range of stimuli related to character and narrative.  Dynamics- Change dynamics confidently within a performance to express changes in character  Space- Confidently use changes in level, direction and pathway.  Relationships-Use	

	Jumps- Develop control in performing and landing rotation jumps.	Strength- Identify activities which help to strengthen different muscle groups.  Stamina - Demonstrate using their breath to maintain their work rate.	to represent an idea.  Performance- Perform complex dances that communicate narrative and character well, performing clearly and fluently.	Jumps- Develop control in performing and landing rotation jumps.	action and reaction to represent an idea.  Performance- Perform complex dances that communicate narrative and character well, performing clearly and fluently.	
<b>D.T</b>		Mayan masks		Board game using electrical circuits	Cookery Unit	
<b>English</b>	<b>Bean to Bar - Charlie and the Chocolate Factory</b> Setting description Character description Narrative writing – alternative ending	<b>Bean to Bar - Charlie and the Chocolate Factory and non-fiction texts</b> Persuasive writing: balanced argument and adverts Newspaper reports	<b>The Victorians – Street Child</b> Suspense narrative Biography	<b>The Victorians – Street Child and non-fiction texts</b> Explanation Texts Recount	<b>All Creatures Great and Small – The Butterfly Lion</b> Playscript Story set in an Imaginary world.	<b>All Creatures Great and Small – The Butterfly Lion and non-fiction texts</b> Non Chronological Report Poetry – Haiku Formal letter
<b>French</b>	<b>Les Glaces</b> In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Name and recognise up to 10 different flavours for ice creams.</li> <li>Ask for an ice-cream in French using ‘je voudrais’.</li> <li>Say what flavour they would like.</li> <li>Say whether they would like their ice-cream in a cone or a</li> </ul>	<b>Je Peux</b> In this unit the children will learn to: <ul style="list-style-type: none"> <li>Recognise some common French verbs/activities.</li> <li>Use these verbs to convey meaning in English by matching them to their appropriate picture.</li> <li>Use these verbs in the infinitive with je peux...</li> </ul>	<b>Boucles d’or et les trois ours</b>  In this unit the children will learn how to:  <ul style="list-style-type: none"> <li>Listen attentively to a story and recognise, understand and remember more of the new language.</li> </ul>	<b>Quel temps fait-il?</b> In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for weather in French.</li> <li>Ask what the weather is like today.</li> <li>Say what the weather is like today.</li> <li>Create a French weather map. •</li> </ul>	<b>Quelle est la date aujourd’hui?</b>  In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Remember, recall and spell the seven days of the week.</li> <li>Remember, recall and spell the twelve months of the year.</li> </ul>	<b>En classe</b>  In this unit the children will learn how to: <ul style="list-style-type: none"> <li>Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>Replace an indefinite article/determiner with a possessive</li> </ul>

	small pot/tub.		<ul style="list-style-type: none"> <li>• Increase their memory potential in French by using picture cards, word cards and phrase cards in French.</li> <li>• Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</li> <li>• Attempt to spell in French.</li> </ul>	Describe the weather in different regions of France using a weather map with symbols.	<ul style="list-style-type: none"> <li>• Remember, recall and spell numbers 1-31.</li> <li>• Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>• Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.</li> </ul>	adjective. <ul style="list-style-type: none"> <li>• Say and write what they have and do not have in their pencil case.</li> </ul>
<b>Outdoor Sports and OAA</b>	<b>Tag Rugby</b> Sending- Accurately use a range of techniques to send a ball to a target.  Catching -catch different sized objects with increasing consistency with one and two hands.  Tracking-Consistently track a ball sent directly and indirectly.  Attacking-Develop	<b>Basketball</b> Sending- Accurately use a range of techniques to send a ball to a target.  Catching -catch different sized objects with increasing consistency with one and two hands.  Tracking-Consistently track a ball sent directly and indirectly.  Attacking-Develop	<b>Hockey</b> Sending- Accurately use a range of techniques to send a ball to a target.  Catching -catch different sized objects with increasing consistency with one and two hands.  Tracking-Consistently track a ball sent directly and indirectly.  Attacking-Develop	<b>Tennis</b> Shots- Demonstrate increased technique when using shots both cooperatively and competitively.  Serving- Develop technique in serving underarm with increased consistency.  Rallying- Develop rallying using both forehand and backhand with increased technique.  Footwork- Begin to use appropriate	<b>Athletics</b> Running- Develop an understanding of speed and pace in relation to distance.  Running- Develop power and speed in the sprinting technique.  Jumping-Develop technique when jumping for distance.  Throwing- Explore power and technique when throwing for	<b>Tag Rugby</b> Sending- Accurately use a range of techniques to send a ball to a target.  Catching -catch different sized objects with increasing consistency with one and two hands.  Tracking-Consistently track a ball sent directly and indirectly.  Attacking-Develop

	<p>decision making around when to pass and when to score.</p> <p>Defending- Develop defending one on one and know when to win the ball.</p> <p>Space-Move into space to help their team keep possession and score goals.</p>	<p>decision making around when to pass and when to score.</p> <p>Defending- Develop defending one on one and know when to win the ball.</p> <p>Space-Move into space to help their team keep possession and score goals.</p>	<p>decision making around when to pass and when to score.</p> <p>Defending- Develop defending one on one and know when to win the ball.</p> <p>Space-Move into space to help their team keep possession and score goals.</p>	<p>footwork patterns to move around the court.</p>	<p>distance in a pull and heave throw.</p>	<p>decision making around when to pass and when to score.</p> <p>Defending- Develop defending one on one and know when to win the ball.</p> <p>Space-Move into space to help their team keep possession and score goals.</p>
<b>Geography</b>	<p><b>Identify on a map, the countries where cocoa is produced. Understanding fair trade.</b></p> <p>Locate the world countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p>	<p><b>Location and Maya civilizations.</b></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (link to extreme Earth). Explain why some people may choose to live in one place rather than another.</p>		<p><b>Locate UK cities – compare modern and Victorian maps.</b></p> <p>Describe the key human &amp; physical features of locations e.g. topography, land use patterns (islands).</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom.</p> <p>Name and describe types of settlements in modern Britain and their characteristics: villages, towns, cities.</p>	<p><b>Climate zones. species.</b></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (link to extreme Earth).</p>	<p><b>Climate change. Locating areas where there are endangered species.</b></p> <p>Use the eight points of a compass, four - figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including graphs and digital technologies (e.g. rainfall, temperature, altitude etc.)</p>

				Describe how the local area has changed over time (Guildford).		
<b>History</b>	<p><b>History of chocolate</b> <b>The Aztec- life and link to chocolate:</b></p> <p>Use subject related vocabulary: during, chronology, era, dates, time period, change.</p> <p>Understand that changes occur over time. Add evidence and dates to timeline to represent this.</p> <p>Use dates and historical terminology to describe events.</p> <p>Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.</p>	<p><b>Aztec and Maya:</b></p> <p>Use subject related vocabulary: during, chronology, era, dates, time period, change.</p> <p>Explore main events and changes in history, giving causes and consequences.</p> <p>Describe how some past events and actions of people affect life today.</p>	<p><b>The Victorians:</b></p> <p>Use subject related vocabulary: during, chronology, era, dates, time period, change.</p> <p>Give reasons why separate versions of the same event may differ in the accounts.</p> <p>Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.</p>	<p><b>The Victorians and a study of Ironbridge:</b></p> <p>Use subject related vocabulary: during, chronology, era, dates, time period, change.</p> <p>Suggest sources of evidence to answer my questions.</p> <p>Describe how some past events and actions of people affect life today.</p>	<p><b>History of Guildford – Local Study</b></p> <p>Use subject related vocabulary: during, chronology, era, dates, time period, change.</p> <p>Suggest sources of evidence to answer my questions.</p> <p>Describe how some past events and actions of people affect life today.</p>	
<b>Maths</b>	Place Value Addition & Subtraction	Addition & Subtraction Area Multiplication & Division	Multiplication & Division Length & Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position & direction
<b>Music</b>	<b>Interesting Time Signatures:</b>	<b>Combining Elements To Make Music:</b>	<b>Developing Pulse And Groove:</b>	<b>Creating Simple Melodies Together:</b>	<b>Connecting Notes And Feelings:</b>	<b>Purpose, Identity And Expression In Music:</b>

	How Does Music Bring Us Together?	How Does Music Connect Us With Our Past?	How Does Music Improve Our World?	How Does Music Teach Us About Our Community?	How Does Music Shape Our Way Of Life?	How Does Music Connect Us With Our Environment?
<b>PSHE</b>	<p><b>Families &amp; Relationships:</b> Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement</p>	<p><b>Health &amp; Well Being:</b> Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene</p>	<p><b>Safety and the Changing Body:</b> Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma</p>	<p><b>Citizenship:</b> Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government</p>	<p><b>Economic Wellbeing:</b> Exploring: choices associated spending, what makes something good value for money, career aspirations and what influences career choices</p>	<p><b>Transition:</b> Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings</p>
<b>R.E</b>	<p><b>Christianity:</b> Why do Christians worship Jesus?</p> <p><b>Reflecting</b> on how elements of the different events relate to their own experiences <b>Empathising</b> by relating to the feelings and questions of witnesses to the events <b>Investigating</b> by looking for evidence to support belief within each event</p>	<p><b>Christianity:</b> Why do Christians still pray the Lord’s prayer? <b>Interpreting</b> the ideas and language expressed within the Lord’s Prayer <b>Evaluating</b> by considering how this prayer might help Christians <b>Synthesising</b> by making links between the words of the prayer and Christian belief <b>Christianity:</b> How does art help us to</p>	<p><b>Judaism:</b> How can a synagogue help us to understand the Jewish faith? <b>Reflecting</b> on the experience of being in a synagogue or how Jews feel about the Torah <b>Empathising</b> by considering how individuals may feel in the synagogue <b>Investigating</b> by gathering evidence for beliefs represented by symbols and objects</p>	<p><b>What is wisdom? (faith day)</b> <b>Christianity:</b> How does Lent help Christians to understand Easter? <b>Interpreting</b> by drawing meaning from artefacts and symbolism <b>Synthesising</b> by linking the story of Jesus in the desert with the practices of Lent and Christian belief <b>Applying</b> by making the association</p>	<p><b>Christianity:</b> How have Christians changed the world? <b>Reflecting</b> on the experiences, feelings and motivations of different individuals <b>Empathising</b> by seeing the world through others’ eyes <b>Investigating</b> by looking at clues to identify the characteristics and stories of individuals</p>	<p><b>Guildford Cathedral (faith day)</b></p>

		<p>understand Christmas?</p> <p><b>Synthesising</b> by linking symbolism with Christian belief about Jesus</p> <p><b>Evaluating</b> by identifying what influences and inspires them</p> <p><b>Expressing</b> religious views by responding to religious questions through Art</p>		<p>between Lent and an individual's lifestyle</p>		
<p><b>Science</b></p>	<p><b>States of Matter</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</p> <p>Identify the part played by</p>	<p><b>Sound</b></p> <p>Identify how sounds are made.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</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</p>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming different component parts.</p> <p>Identify whether or not a lamp will light in a simple series circuit.</p>	<p><b>Electricity</b></p> <p>Recognise that a switch opens and closes a circuit.</p> <p>Recognise some common conductors and insulators.</p>	<p><b>Animals including Humans</b></p> <p>Describe the simple functions of basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Living Things and their Habitats Adaptations</b></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 their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living</p>

	evaporation and condensation in the water cycle.	the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound increases				things.
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