



Year 4 - Curriculum Skills Overview 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Quentin Blake Replicating an artist's style	Mayan masks Applying technical skills to improve the quality of work. Drawing with accuracy and purpose.	Sheila Hicks Using textiles to create a collage of abstract art by weaving.	William Morris Describing some of the key ideas, techniques and working practices of a variety of artists.	Eco art sculptures Create sculptures of animals from unwanted plastic. Robert Bradford	M C Escher Create detailed sketching which show tone, pattern and texture.
Computing	Programming 1: Further Coding with Scratch <i>Online Safety</i>	Creating Media: Website Design <i>Online Safety</i>	Programming 2: Computational Thinking <i>Online Safety</i>	Skills Showcase: HTML <i>Online Safety</i>	3D printing <i>(Creating Media)</i> <i>Online Safety</i>	Data handling: Investigating Weather <i>Online Safety</i>
Dance, Gymnastics and Fitness	Gymnastics 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	Fitness Agility- Show balance when changing direction at speed. Balance-Show control whilst completing activities which challenge balance. Co-ordination- Explore increased speed when	Dance 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	Gymnastics 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	Dance 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	

	<p>partner balances</p> <p>Rolls- Develop the straight, barrel, forward and straddle roll and perform with increased control.</p> <p>Jumps- Develop control in performing and landing rotation jumps.</p>	<p>coordinating their bodies.</p> <p>Speed- Demonstrate improved sprinting technique.</p> <p>Strength- Identify activities which help to strengthen different muscle groups.</p> <p>Stamina - Demonstrate using their breath to maintain their work rate.</p>	<p>use changes in level, direction and pathway.</p> <p>Relationships-Use action and reaction to represent an idea.</p> <p>Performance- Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>partner balances</p> <p>Rolls- Develop the straight, barrel, forward and straddle roll and perform with increased control.</p> <p>Jumps- Develop control in performing and landing rotation jumps.</p>	<p>use changes in level, direction and pathway.</p> <p>Relationships-Use action and reaction to represent an idea.</p> <p>Performance- Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	
D.T		<p>Package design. Applying technical skills to improve the quality of work. Drawing with accuracy and purpose</p> <p>Cookery Unit Harvest biscuits</p>		Board game using electrical circuits	Cookery Unit	
English	<p>Charlie and the Chocolate Factory</p> <p>Setting description Newspaper reports</p>	<p>Charlie and the Chocolate Factory Non-fiction texts Narratives - action Non-Chronological Report</p>	<p>The Victorians – Street Child</p> <p>Narratives - description Explanation Texts</p>	<p>The Victorians – Street Child and non-fiction texts</p> <p>Narratives – suspense, characters Biography</p>	<p>All Creatures Great and Small – The Butterfly Lion</p> <p>Beating the Monster Story Instructions Playscripts</p>	<p>All Creatures Great and Small – The Butterfly Lion and non-fiction texts</p> <p>A Lost story Persuasive writing - speech writing and formal letter</p>

						Poetry
French	<p>Les Glaces</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in French using 'je voudrais'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub. 	<p>Je Peux</p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> • Recognise some common French verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with je peux... 	<p>Boucles d'or et les trois ours</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Listen attentively to a story and recognise, understand and remember more of the new language. • Increase their memory potential in French by using picture cards, word cards and phrase cards in French. • Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. • Attempt to spell in French. 	<p>Quel temps fait-il?</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in French. • Ask what the weather is like today. • Say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols. 	<p>Quelle est la date aujourd'hui?</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Remember, recall and spell the seven days of the week. • Remember, recall and spell the twelve months of the year. • Remember, recall and spell numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is. 	<p>En classe</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Remember and recall 12 classroom objects with their indefinite article/determiner. • Replace an indefinite article/determiner with a possessive adjective. • Say and write what they have and do not have in their pencil case.

Outdoor Sports and OAA	Tag Rugby	Basketball	Hockey	Tennis	Athletics	Tag Rugby
	<p>Sending- Accurately use a range of techniques to send a ball to a target.</p> <p>Catching -catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking- Consistently track a ball sent directly and indirectly.</p> <p>Attacking- Develop 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</p>	<p>Sending- Accurately use a range of techniques to send a ball to a target.</p> <p>Catching -catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking- Consistently track a ball sent directly and indirectly.</p> <p>Attacking- Develop 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</p>	<p>Sending- Accurately use a range of techniques to send a ball to a target.</p> <p>Catching -catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking- Consistently track a ball sent directly and indirectly.</p> <p>Attacking- Develop 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>Shots- Demonstrate increased technique when using shots both cooperatively and competitively.</p> <p>Serving- Develop technique in serving underarm with increased consistency.</p> <p>Rallying- Develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork- Begin to use appropriate footwork patterns to move around the court.</p>	<p>Running- Develop an understanding of speed and pace in relation to distance.</p> <p>Running- Develop power and speed in the sprinting technique.</p> <p>Jumping- Develop technique when jumping for distance.</p> <p>Throwing- Explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Sending- Accurately use a range of techniques to send a ball to a target.</p> <p>Catching -catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking- Consistently track a ball sent directly and indirectly.</p> <p>Attacking- Develop 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</p>

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Geography	<p>Somewhere to settle</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</p> <p>Human geography, including: types of settlement and land use, economic activity.</p>		<p>All Around the World</p> <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</p> <p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p>Local Study – Guildford</p> <p>Collect, analyse and communicate with a range of data gathered.</p> <p>Interpret a range of sources of geographical information.</p> <p>Communicate geographical information in a variety of ways.</p>	
History		<p>Mayan Civilisation:</p> <p>Know and understand significant aspects of the history of the wider world: the nature of</p>		<p>The Victorians:</p> <p>Use subject related vocabulary: during, chronology, era, dates, time period, change.</p> <p>Give reasons why</p>		

		ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.		separate versions of the same event may differ in the accounts. Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.		
Maths	Place Value Addition & Subtraction	Area Multiplication & Division	Multiplication & Division Length & Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position & direction
Music	Percussion Beat and rhythm Struck and shaken instruments	Glockenspiels	Recorders	Victorian Music Victorian music hall Charles Parry (hymns) Elgar (Pomp & ceremony) Gilbert & Sullivan (operetta) Schubert (piano) Stravinsky (orchestra)	Weather – percussion Rain Hail Rainbow Wind Storm Performance	Bugs – slither Crawl Fly Bug and predator Perform
PSHE	Families & Relationships: Learning that families are varied	Health & Well Being: Developing emotional	Safety and the Changing Body: Building awareness of online safety and	Citizenship: Learning about Human rights and caring for the	Economic Wellbeing: Exploring: choices associated	Transition: Helping Year 4 pupils prepare for the transition into

	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.	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.	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.	environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	spending, what makes something good value for money, career aspirations and what influences career choices.	Year 5 and the changes, challenges and opportunities this brings.
R.E	Christianity What did God promise his people?	Christianity What did Jesus say about God's Kingdom and why is it 'good news'?	World Religions What do Sikh people value?	Christianity For Christians, is Communion a celebration or an act of remembrance?	World Religions Humanism – how do non-religious people celebrate new life?	Thematic How do people try to make the world a fairer place?
Science	Living Things and their Habitats Adaptations Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider	States of Matter Compare and group materials together, according to whether they are solids, liquids or gases. Observe how some materials change state when they are heated or cooled, and measure or	Sound Identify how sounds are made. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the	Electricity Recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators. Sustainability Energy	Living Things and their Habitats Adaptations Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider	Animals including Humans Describe the simple functions of basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.

	<p>environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>research the temperature at which this happens in degrees Celsius.</p> <p>Identify the part played by evaporation and condensation in the water cycle.</p>	<p>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 that sounds get fainter as the distance from the sound increases</p>		<p>environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Sustainability</p> <p>Deforestation</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
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