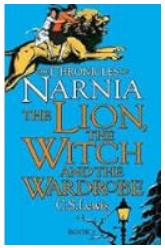
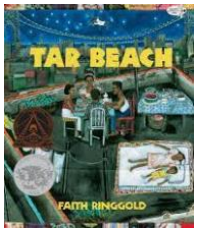
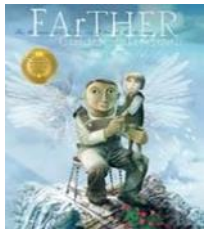
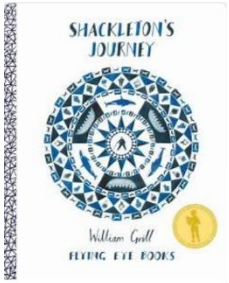
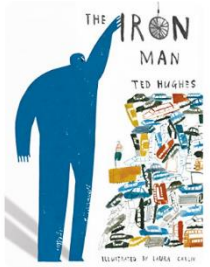
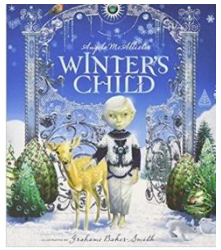
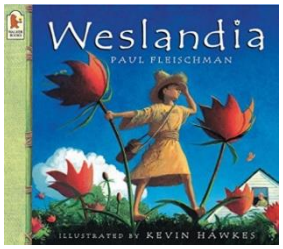
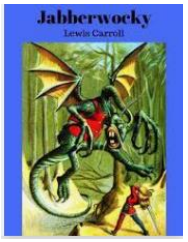
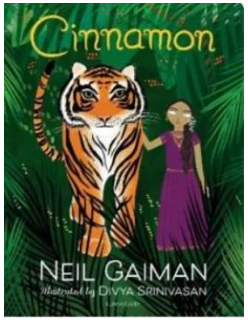
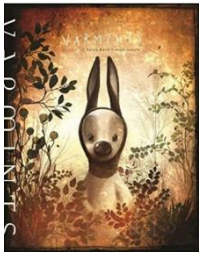
Lawrence View Primary and Nursery School Curriculum overview 2023/24- Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Quality Text **Literacy Curriculum**	 The lion, the witch and the wardrobe by C.S.Lewis  Tar Beach by Faith Ringold	 FArTHER by Grahame Baker-Smith (curriculum link to History Ancient Greece)  The Lion and The Unicorn by Shirley Hughes	 *Shackleton's Journey by William Grill (curriculum link to History civilisations)*  *The Iron Man – Ted Hughs*	 Winter's Child by Angela McAllister  Weslandia- by Paul Fleischman (curriculum link to History civilisations)	 Jabberwocky by Lewis Carroll  Cinnamon by Neil Gaiman	 Varmints – Helen Ward (curriculum link to science living things and their habitats)  The Matchbox Diary by Paul Fleischman
'Wow'	Digestion tights activity Talk/interview with Mountain explorer Making Greek pottery	Visitor from mountain rescue Greek food tasting/ Ancient Greece 'wow' Day Animal man visit	Making electricity from potatoes/lemons Hold a mini Olympic games Orienteering	Making Slime Lego Timelines Duck racing	BSL visitor coming in Trip to MAGNA Science Centre River Study Roman peg dolls	Pond dipping Dovedale walk Visit to local History museum
Enrichment	Blackberry picking Conker hunt	Tin can cookery Bike ability	Visit a football stadium Raise money for charity	Have a picnic Pizza Making at pizza express	Hathersage residential Go on a night walk Press flowers	Water fight (summer treat) Make a time capsule School sleepover

Lawrence View Primary and Nursery School Curriculum overview 2023/24- Year 4

Community	Grandparents day Litter picking	Singing carols at care home	Hold enterprise stall	Brass Band coming into school	Local history walk (DH Lawrence)	Race for life – raising money for charity
School values	Curiosity- asking questions what we want to find out, ask for more information Respect- respecting other peoples views.	Respectful – being respectful to a visitor when listening	Curiosity- asking questions what we want to find out, creating our own experiments democracy – voting for how we would like the raise money for charities Respectful- to visitors with sensitives	Respectful – being respectful to a visitor when listening Curiosity- asking questions what we want to find out, ask for more information	Safe – when out in public, in pairs etc. Curiosity- asking questions what we want to find out, ask for more information Safe- using the equipment in experiments safely and being near water	Safe- using the equipment in experiments safely Curiosity- asking questions what we want to find out, creating our own experiments
British Values	Individual Liberty-Human rights	Tolerance of others-Den building group working /RE	The rule of law	Democracy- Discuss and vote on best way to raise money	Mutual respect	Individual Liberty-Human rights
Personal Development	Families Responsibility	Caring Friendships	Respectful – relationships Personal Safety	Safety in and around the home	Community First Aid Democracy	Changing and Growing (SRE) Economic Wellbeing
History Key question and theme	**World history - Ancient Greece** . **Can we thank the Ancient Greeks for anything in our lives today?** **Migration and movement** **Settlement and buildings** **Home life**			British History- Romans **When did the Romans invade and why?** **Migration and movement** **Settlement and buildings** **Home life** 		
History Key knowledge	**Recovery from Y3** Place the time studied on a time line Sequence events or artefacts Use dates related to the passing of time. Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics **History Skills** • Place events from period studied on a time line • Use terms related to the period and begin to date events.			**Recovery from Y3** Place the time studied on a time line Sequence events or artefacts Use dates related to the passing of time. Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum Know how Britain changed between the beginning of the stone age and the iron age Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudicca Know about at least one famous Roman emperor **History Skills** • Look at the evidence available.		

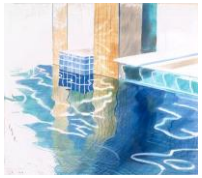
Lawrence View Primary and Nursery School Curriculum overview 2023/24- Year 4

	• Understand more complex terms e.g. BCE/AD • Begins to use evidence to build up a picture of a past event • Asks and answers questions such as: What was it like for a.. during? • Use and suggest sources of evidence to build up a picture of a past event to help answer a variety of questions e.g. library and internet	• Choose relevant material to present a picture of one aspect of life within the study • Begin to evaluate the usefulness of different sources. • Use of sources- text books and historical knowledge. • Select data and organise it into a data file to answer historical questions • Know the period in which the study is set • Display findings in a variety of ways • Work independently and in groups, writing, annotations, drama, mode
Geography Key Question and Theme	**Could you climb mount Everest in your school uniform?** **Geography-Mountains** **Geography Key Concepts: Place, space, scale, physical and human processes, environmental interaction and sustainable development.**	**Rivers question?** **Geography- Rivers** **Geography Key Concepts: Place, space, scale, physical and human processes, interdependence, sustainable development and environmental interaction.**
Key Knowledge	Know and describe how a mountain is formed – dome, fold and fault-block mountains. Know and identify the main mountain ranges of Europe (The Alps) and Asia (The Himalayas), and **the Ural Mountains (spans Europe and Asia) on a map.** **Know the name of the highest mountain in Europe (Mt Elbrus in Russia).** Know the name of the highest mountain in the Alps (Mont Blanc on the French-Italian border). Know the name of the highest mountain in the world Mt Everest in the Himalayas. Know that it is in the country Nepal and locate this on a map. Know the countries that make up the UK and the highest mountain ranges in the UK. Locate these in an atlas. **Know how contour lines represent the gradient and steepness of an area of land. Identify contour lines of UK mountains on OS maps.** **Know about the lives of Sherpas who live in Nepal and help people climb Everest every year and the advantages/disadvantages to their way of life.** **Geography Skills** • Use the eight points of a compass (as in Y3) • Use four-figure grid references. • Use OS maps, symbols and a key. • Label the same features on an aerial photograph as on a map. • Name and locate the world's most famous mountain ranges on maps. • Use digital mapping to locate countries and describe features studied.	Know, name and locate the main rivers in the UK Know and label the main features of a river. Know the name of and locate a number of the world's longest rivers. Know the longest river in the UK, the main river that runs through London and the river that runs through Nottingham. Identify these on a map. Explain the features of a water cycle (evidence in science books). Know why most cities are located by a river. Know the importance of keeping rivers clean as plastic pollution leads to the oceans/seas. **Geography Skills** • Use four-figure grid references. • Use the eight points of a compass (as in Y3) • Use OS maps, symbols and a key. • Label the same features on an aerial photograph as on a map. • Locate and name the world's major rivers on a map. • Use digital mapping to locate countries and describe features studied. • 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. **Recovery from Y3:** Know the names of and locate the seven continents of the world and locate these in an atlas. -Know the names of and locate the five oceans of the world - Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland - Use the eight points of a compass, N,NE,E,SE,S,SW,W, NW. - Use some basic OS symbols and a key to read maps.

Lawrence View Primary and Nursery School Curriculum overview 2023/24- Year 4

			- Name some countries from the Northern and Southern hemispheres		
Geography Fieldwork and geography enrichment.	External speaker: James Ketchell who has climbed Everest. **How do contour lines change as we climb a hill?** **Trip to the Peak District.** Using OS map extracts, explaining how the gradient changes as they climb the hill.		**How does a river's load change with the distance downstream?** Trip to Moorland Discovery Centre at the Longshaw Estate: River Study. Eastwood stream clean.		
Science	**Animals (including humans):** What happens to the food we eat? Identify and name the parts of the human digestive system Know the functions of the organs in the human digestive system Identify and know the different types of teeth that humans have Know the functions of different human teeth Use and construct food chains to identify producers, predators and prey Use classification keys to group, identify and name living things Recovery from year 3 -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -Identify that humans and some other animals have skeletons and muscles for support, protection and movement	**Electricity** Identify and name appliances that require electricity to function Construct a series circuit Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) Predict and test whether a lamp will light within a circuit Know the function of a switch in a circuit Know the difference between a conductor and an insulator; giving examples of each	**Changes of state** Group materials based on their state of matter (solid, liquid, gas Know about and explore how some materials can change state Know the temperature at which materials change state Know the part played by evaporation and condensation in the water cycle	**Know how sound is made associating some of them with vibrating** Know how sound is made associating some of them with vibrating Know how sound travels from a source to our ears Know the correlation between pitch and the object producing a sound Know the correlation between the volume of a sound and the strength of the vibrations that produced it Know what happens to a sound as it travels away from its source	**Living things and their habitats: which animals and plants thrive in our local** environment? - Use classification keys to group, identify and name living things Know how changes to an environment could endanger living things Recovery from year 3 Plants topic not covered but has been taught in year 1 and 2. Objectives to be considered when life cycles is returned to in year five -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -Investigate the way in which water is transported within plants

Lawrence View Primary and Nursery School Curriculum overview 2023/24- Year 4

						-Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Art	**Funny faces** Using different grades of pencil to draw facial expressions. Artist - Picasso Use a wide range of sketching pencils. Consider scale and proportion Create accurate observational drawing. Work on a variety of scales. Identify and draw the effects of reflection. Draw for a sustained period of time. 2B, 8B, 4B, 2H and H pencils. Pencil crayons *Sketches, lines, texture, tone, shape, colour, represent, figures, forms, movement, reflection, materials. Facial expression, body language,*		**David Hockney** **Paint – Water colours** Make tints, tones and shades using white, grey and black. Observe colour and suggest why it has been changed. Independently choose the right paint and equipment. Select colour to reflect mood. Explore different brush strokes and why they might have been used. Begin to discuss how they are influenced by the work of others.*create colours, mood, shading, feeling.* 	**Printing – Pattern.** **Paul Smith.** Understand the difference between repeat printing and mono printing. Explore the process of mono printing. Explore the process of printing with multiple colours. *Print, different materials, colours, accurate design*	**Sculpture - Clay and wire** **Kenneth Armitage** Discuss the work of other sculptors and architect and how these have influenced their own work/ designs. Adapt work when necessary and explain why. Develop awareness in environmental sculpture. Use wire and clap to sculpt figures. *Sculpt, clay, mouldable, material, experiment, processes, design, 3d, form* 	**Mixed Media** **Ed Fairburn.** Mixed Media Gain experience in overlaying colours. Continue to experience in combining prints to produce an end print. Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper. Digital Media- Begin to use digital media to record. Produce drawing using IT
DT	Digital World – mindful moments timer		Electrical Systems – torches		Textiles – Fastenings	
RE	4.1 **The journey of life and death** *Why do some people think life is like a journey? Where do we go? What do different people think about life after death?*	**RE day- Focus on Christmas** *Invite visitor* *Focus- drama and art*	4.2 **Symbols and religious expression** How do people express their religious and spiritual ideas on pilgrimages? Islam, Hinduism, Christianity, non religious worldviews	4.3 **Spiritual expression Christianity, music and worship**. *What can we learn?* Christianity and also the idea of being spiritual but non- religious	4.4 **Religion, family, community, worship, celebration, ways of living** *How do Hindu families practice their faith? What are the deeper meaning of some Hindu festivals?*	**RE day- Focus- Express yourself spiritually through the arts** *Music, drama, art*

Lawrence View Primary and Nursery School Curriculum overview 2023/24- Year 4

	Christianity, Hinduism, Islam, humanism Visit to the Mandir Visit from Reverend Stevenson				Hinduism	
PE	Invasion games Cross country Mind Mile	Invasion games Cross country Mind Mile	Gym and dance Mind Mile	Invasion games Cross country Mind Mile	Striking and fielding Cross country Mind Mile Swimming	Athletics Cross country Mind Mile
Music	**learning to play the ukulele** use notation to record and interpret sequences of pitches identify and describe the different purposes of music begin to identify the style of work of Beethoven, Mozart and Elgar	**learning to play the ukulele** use notation to record and interpret sequences of pitches identify and describe the different purposes of music begin to identify the style of work of Beethoven, Mozart and Elgar	**learning to play the ukulele** use notation to record and interpret sequences of pitches identify and describe the different purposes of music begin to identify the style of work of Beethoven, Mozart and Elgar	**learning to play the ukulele** use notation to record and interpret sequences of pitches identify and describe the different purposes of music begin to identify the style of work of Beethoven, Mozart and Elgar	**learning to play the ukulele** use notation to record and interpret sequences of pitches identify and describe the different purposes of music begin to identify the style of work of Beethoven, Mozart and Elgar	**learning to play the ukulele** use notation to record and interpret sequences of pitches identify and describe the different purposes of music begin to identify the style of work of Beethoven, Mozart and Elgar
ICT	**Networks** **INTERNET safety** Navigate the web to complete simple searches	**Develop and create programs** Write programs that accomplish specific goals	**Develop and create programs.** Design a sequence of instructions, including directional instructions	**Algorithm's** Discern when it is best to use technology and where it adds little or no value	**Networks** navigate the web to complete simple searches	**Networks** **INTERNET safety** Navigate the web to complete simple searches
French	**All About Me** -Name, age -Questions -Questions -Likes/ dislikes	**Classroom Objects** -Objects in a classroom -Items in a pencil case -Christmas -Cultural differences between France and England	**Animal Carnival** -Animals -Habitats	**Planets** -Names of planets, sun and moon -Describe the colour, size etc of the planets	**3 Little Pigs** -Know vocab from the story	**French Geography** -Know some areas you might live in -Know the countries that border France -Know geographical features of France
Maths Curriculum Links	**Science: animals including humans** interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. When carrying out different scientific experiments on salvia, tooth decay and the digestive system	**Geography: Mountains** Scale and converting heights of mountains using scales to determine distance on maps. Measuring accurately and converting units. Map reading, grid references and coordinates, knowing axis names and position (horizontal/vertical)	**Art: Painting David Hockney landscapes** Using ratio to mix paints to create colours. **Science: Electricity** Perspective and scale factor Measurement and converting units when using the circuits.	**Design and Technology: textiles** Convert between different units of measure and use ratio effectively when doing accurate designs for our fabric bags measure and calculate the perimeter of a rectilinear figure in centimetres and metres when meeting the design brief	**Art: Sculpture** Perspective and scale factor when sketching, creating a sculpture. Tessellation and translation to create pattern. Using ratio to mix paints to create colours	**Geography: Rivers** estimate, compare and calculate different measures when taking water samples in pond dipping. solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days when carrying out and recording our findings.

Lawrence View Primary and Nursery School Curriculum overview 2023/24- Year 4

	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. When carrying out different scientific experiments on salvia, tooth decay and the digestive system Understand and use a greater range of scales in their representations. Begin to relate the graphical representation of data to recording change over time. When carrying out different scientific experiments on salvia, tooth decay and the digestive system	Drawing our own maps. Using a key effectively **Art: Observational sketching** Perspective and scale factor when sketching.	Investigating patterns and using symbols effectively to draw a circuit	**History: The Romans** read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value using these for decoration in Roman art work. Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. Looking at money and currency and the changes over periods of time. **Science: States of Matter** solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days when carrying out and recording experiments on changing states. Recording the rates of changing states of matter. Representing our findings in an appropriate table and graph and making changes to our data relating to date and or time. Use equipment such as thermometers to measure and compare temperature **Art: Printing** compare and classify geometric shapes identify lines of symmetry in 2-D shapes presented in different orientations	Representing our findings in an appropriate table and graph and making changes to our data relating to date and or time. Map reading, grid references and coordinates, knowing axis names and position (horizontal/vertical) Drawing our own maps. Using a key effectively	

Lawrence View Primary and Nursery School Curriculum overview 2023/24- Year 4

				complete a simple symmetric figure with respect to a specific line of symmetry when printing patterns onto different materials		