












Long Term Curriculum Overview

Year group: Y4

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Ancient Egypt History	Iron Man Design Technology	Jungles V Deserts Climate	Sheffield Steel Local History	Anglo-Saxons History	North America Geography
Key Question	Would you like to live as an Ancient Egyptian?	How can we save the world?	Why are jungles so wet and deserts so dry?	How and why has Sheffield changed over time? What man-made processes and events caused Sheffield to change?	Who were the Anglo Saxons and how do we know what was important to them?	Where is the, 'Sunshine State' and what is it like there?
Text/focus	Information texts on Ancient Egypt How to Make a Mummy – instructions Trapped - narrative	The Iron Man – Ted Hughes – narrative poetry writing newspaper report persuasive leaflets		Children's History of Sheffield – Ann Wright. Information texts. Meet me by the Steelmen	Beowulf - recount	
Science	<p><i>Animals including humans (digestion)</i></p> <p>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</p>	<p><i>Electricity</i></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Activities-making a buzzer game. Or: help iron man fix his broken light/torch. Making a switch: education guru website-search for early warning system</p>	<p><i>Living things and their habitats</i></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>Compare animals found in different environments in Sheffield</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><i>Living things and their habitats</i></p> <p>Recognise that living things can be grouped in a variety of ways (producers, consumers etc.)</p> <p>Animals including humans-construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p><i>Sound</i></p> <p>Identify how sounds are made, associating some of them with something vibrating</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 the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p><i>Changing states of matter</i></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>
History	<p>Would you like to live as an Ancient Egyptian and why?</p> <p>Ancient Egypt</p> <p>The achievements of the earliest civilizations, including</p>			<p>A local history study: a study over time tracing how several aspects of national history are reflected in the locality</p>	<p>Who were the Anglo Saxons and how do we know what was important to them?</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	

	an overview of where and when the first civilizations appeared and a depth study			Abbeylea Industrial Hamlet and the history of crucible steel	<ul style="list-style-type: none"> ➤ Roman withdrawal from Britain in AD 410 and the fall of the Western Roman Empire; ➤ Scots invasions from Ireland to north Britain (now Scotland); ➤ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ➤ Anglo-Saxon art and culture ➤ Christian conversion – Canterbury, Iona and Lindisfarne 	
Geography		<p>How can we live more sustainably?</p> <p><u>Place knowledge</u> <i>United Kingdom</i> <u>Human geography</u> <i>Economic activity</i> <i>Natural Resources</i></p>	<p>Why are jungles so wet and deserts so dry?</p> <p><u>Locational knowledge</u> <i>South America</i> <u>Physical geography</u> <i>Climate zones, Biomes and Vegetation Belts, Water Cycle</i></p>			<p>Beyond the Magic Kingdom: What is the Sunshine State really like?</p> <p><u>Locational knowledge</u> <i>North America</i> <u>Place knowledge</u> A region within North America <u>Physical geography</u> <i>Climate zones, Biomes and Vegetation belts</i> <i>Rivers and Mountains</i> <u>Human geography</u> <i>Settlement, Economic Activity</i></p>
RE	<p>Symbols and religious expression</p> <p>How do people express their religious and spiritual ideas on pilgrimages? Muslims and Christians</p>		<p>Inspirational people from long ago</p> <p>What can we learn from inspiring leaders who started religions? Moses, the Buddha, Jesus and Muhammad. Why is Jesus an Inspiring person to many people today?</p>	<p>Inspirational people in today's world</p> <p>What can we learn from great leaders and inspiring examples in today's world? Hindu, Christian, Buddhist</p>	<p>Muslims, Sikhs and Christians: Similar, different or both?</p>	
Music	 <p>Mamma Mia</p> <p>Sing, play, improvise and compose with the song Mamma Mia. Listen and appraise more ABBA hits.</p>	 <p>Stop!</p> <p>Builds on previous learning. Stop! - a rap/song about bullying.</p>	 <p>Glockenspiel</p> <p>Stage 1 (Y3 unit)</p> <p>Exploring and developing playing skills through the glockenspiel.</p>	 <p>Lean On Me</p> <p>All the learning is focused around one song: Lean On Me.</p> <p>An integrated approach to music the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	 <p>Blackbird</p> <p>Blackbird by The Beatles - a song about civil rights.</p>	 <p>Reflect, Rewind and Replay</p> <p>Consolidation of the learning that has occurred during the year.</p> <p>All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
Art	<p>EGYPTIANS ART</p> <p>EGYPTIANS ART</p>			<p>Local history Sheffield steel: structures Millennium galleries.</p>		<p>Pencil and mixed media: North American artists</p>

	Portraits pencil, Paint Pattern, line, texture, proportion of facial features 			Wire structures sculpture 3D materials and pencil Magdalene Odundo. Barbara Hepworth 		Andy Warhol, Jean Michel Basquiat, John Singer Sargent 
PE - Indoors	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
PE - Outdoors	Rounders	Dance	Gymnastics	Netball	Tennis	Athletics
RSHE	What makes a good friend? Are all friends the same?	Are friendships always fun?	How do I manage my feelings?	Are we happy all the time?	Are boys and girls the same?	How do we make the world fair? How can we help the people around us?
DT		DT electrical systems and structures Iron Man (Pavillion kapow resource) (torches eye kapow) 	DIGITAL WORLD Mindful Moments Timer (Y4 Kapow) 		Anglo Saxons DT textiles Weaving / cushion Cross stitch and applique (Kapow Y3)	
Computing	Computing systems and Networks- the internet	Creating Media- audio production	Programming A- repetition in shapes	Data and information- data logging	Creating media- photo editing	Programming B- repetition in games
French	Classroom instructions, naming animals, listening skills 9story), body parts, size words, facial parts, using a bilingual dictionary and colours.	Agreement (S-V / A-N), conversations about food, pronunciation of on, om and an, Fairy tales, revise 'je voudrais', months and numbers (1-15).	Months, numbers (16-31), dates and days of the week, Revision of facial features, Hair colour and type and eye colour	Size, pronunciation of 'r', and 'ch', 3 rd person, use of adjectives in sentences, family members and asking about brothers and sisters, and use of 'my'.	Family members, revise 'my', using dictionaries, pronounce 'eu', clothing and colour revision, asking simple questions, describing clothing, presenting a text and revise food.	Give opinions, revise words for parts of the body, colours, clothes, months, numbers, personal descriptions and family, and learn about French food.
Trips & Visits	Weston Park Museum – Egyptian trail			Visit to Abbeydale industrial Hamlet.	Visit to Leeds Armouries Saxon Sagas (Anglo Saxons)	
Whole-class Reading Time	Dirty Bertie: Fetch <i>Alan MacDonald</i>	The Invisible Dog <i>Dick King-Smith</i>	Lizzie Zipmouth <i>Jacqueline Wilson</i>	Ridiculous Rhymes <i>John Foster</i>	Bill's New Frock <i>Anne Fine</i>	Barry Loser <i>Jim Smith</i>