



## Thorpedene Primary School Curriculum Overview

**Year Group: 4**

**Academic Year: 2020-2021**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic name</b>	Rainforests/ Shoebury and me	Chocolate	Dynastic Dragons	Looking East	Ruthless Romans	Chariots of Fire
<b>History</b>		Maya Developing understanding of chronology Investigating how our knowledge of the past is constructed from a range of sources Identifying similarities and differences Investigating contrasts and trends	Achievements of an early civilisation - The Shang Dynasty Describing how the social hierarchy was organised Explaining religious beliefs and practices Evaluating the significance of historical discoveries		Development of the Roman Empire and their impact on modern life	Roman politics and everyday life
<b>Geography</b>	Geographical location of rainforests using maps and the relationship of the rainforests to the Equator Investigating land-use patterns and how their changes over time have led to deforestation Characteristics of the various vegetation belts of rainforests			Comparing maps and aerial images e.g. -The Great Wall of China Investigating economic activity and trade links between Asia and the rest of the world	Exploring the types of settlements and land use through the expansion of Roman Empire and affected countries	
<b>Science</b>	Classifying animals and living things Food chains Habitats Recognising that environments can change and pose dangers to living things Classify and grow herbs in preparation for bath bombs. CREST	Changing states Investigating how materials change when heated or cooled Evaporation and the water cycle Creating bath bombs	Digestive system of humans and comparing them to other animals Teeth and dental health STEM Digestive system Creating own toothpaste	Electricity Constructing simple circuits Investigating conductors and insulators	Sound How sounds are made Sounds through different mediums Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.	STEM



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<b>PSHE</b>	Being me in my world Let's begin again!	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me (Resources to be confirmed)
<b>Art</b>	Painting – Rainforest image based on the work of Henri Rousseau	Clay work – creating Mayan Glyphs		Printing – based on the work of Hokusai	Mosaic – Tessera portrayal of Roman imagery  Sorus of <u>Pergamon</u> – mosaic craftsman	
<b>DT</b>		Evaluating. Designing and making chocolate bars and packaging	Investigating mechanical systems (pneumatics. Designing, making and evaluating a movable dragon's head	Prepare savoury dishes using a range of cooking techniques and investigating seasonality		Investigating mechanical systems (levers and pulleys) and applying this when designing and making a catapult
<b>Music</b>	Mamma Mia	Stop!	The Dragon Song	Blackbird	Glockenspiel Stage 2	Reflect, Rewind and Replay
<b>Computing</b>	Coding/2Code	Online Safety  Spreadsheets/2Calculate	Animation/2Animate	Logo/2Logo	Writing for different audiences/2Publish	Effective searching/2Quiz
<b>French</b>	<b>Encore!</b> Revise ways of describing people Describe someone's nationality Describe people using adjectives	<b>Quelle heure est-il?</b> Talk about activities Tell the time Talk about what time you do activities	<b>Les fetes</b> Talk about festivals and dates Talk about presents at festivals Count from 31-60 Give and understand instructions	<b>Ou vas-tu?</b> Talk about going to French cities Give and understand basic directions Talk about the weather Talk about places in France	<b>On mange!</b> Go shopping for food Ask how much something costs Talk about activities at a party Give opinions about food and activities	<b>Le cirque</b> Discuss francophone countries Discuss the languages we speak Identify different items of clothing Describe items of clothing
<b>RE</b>	Why is Jesus inspiring to some people?	Why are festivals important to religious communities? Christians, Hindus and / or Muslims and / or Jewish people	Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and / or Jewish people and non- religious responses (e.g. Humanist)	Why is Jesus inspiring to some people? Including Easter	What does it means to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?  Christians, Jewish people and non-religious responses (e.g. Humanists)
<b>PE</b>	Cross country	Gymnastics/Basketball	Dance	Circuit training	Athletics	Striking and fielding



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<b>English genres</b>	List Poems Adventure Narrative Non Chronological reports	Poetry – Senses Narrative Instructional and Procedural writing	Poetry – Performance Poetry - Ballad Narrative Diary	Poetry Letters (Greta) Narrative	Kenning Poetry – Roman soldier poem Recount	Free Verse Poetry Explanation texts Persuasive writing
<b>Key texts &amp; focus authors</b>	Rudyard Kipling – The Jungle Book	Charlie and the Chocolate Factory – Roald Dahl	How to train your dragon – Cressida Cowell	Philip Pullman – The Firework Maker’s Daughter	Caroline Lawrence – The Roman Mysteries	Jeremy Strong – Romans on the Rampage
<b>Curriculum enrichment opportunities (inc visits, hook days, visitors etc)</b>	NPP – Rainforest story NPP - French Year 3 revision NPP – Fronted adverbials	NPP – Mayan number system NPP – Changing states Stem visitor Ice-cream – Rossi factory, Gelato Italia or Waitrose	NPP – Online safety Chinese celebration day Dentist visit Natwest bank visit, online safety	NPP - Electricity NPP – Easter story Inventor visitor	NPP-Roman Britain Colchester Castle visit / History off the page Visitor	NPP – French 2 <sup>nd</sup> experience Roman Theme Day
<b>Outdoor learning opportunities</b>	Exploring mini-beast habitats	Mayan maths – sticks, stones and shells	Chinese dance/dragons	Outdoor map skills	Outdoor cooking/Roman weapons	Stem