London Colney Primary and Nursery School – Curriculum Overview – Year 4

Autumn 1 – 7 Weeks	Autumn 2 – 7 ½ Weeks	Spring 1 – 6 Weeks	Spring 2 – 6 Weeks	Summer 1 – 6 weeks	Summer 2 – 7 Weeks
Enquiry Question	Enquiry Question	Enquiry Question	Enquiry Question	Enquiry Question	Enquiry Question
Who Were The Shang Dynasty and How Did They Change The World?	**How Can We Live More Sustainably?**	**Who Were The Romans and How Did They Change England?**	**Why Are Jungles So Wet and Deserts So Dry?**	**Who Were the Maya and How Did They Change the World We Live In?**	**What Is The Sunshine State Really like?**
Key Texts and Genre	Key Texts	Key Texts	Key Texts	Key Texts	Key Texts
POR Text: Kai and the Monkey King	***POR Text:*** One Plastic Bag	***POR Text:*** Escape From Pompeii	***POR Text:*** The Great Kapok Tree	***POR Text:*** The Lost Happy Endings	***POR Text:*** Pugs of the Frozen North
Understanding of the World Focus	Understanding of the World Focus	Understanding of the World Focus	Understanding of the World Focus	Understanding of the World Focus	Understanding of the World Focus
History Focus: **The Shang Dynasty** Children to learn about the achievements of the earliest civilisations through the context of the Shang Dynasty. Children to learn about the life and times of the Shan Dynasty, including art, religion, culture, entertainment and the rules of the Shang.	**Geography Focus:** **Sustainability** The concepts of sustainability and sustainable development lie at the heart of a geographical world. The greatest global challenge during their lifetimes will be how to marry economic and personal development with the principles of sustainability. That is, ensuring that everyone can enjoy a comfortable and fulfilling life without undermining the integrity of the lives of others or the environment that sustains them. Because of this it is essential that children and young people have an opportunity to explore the concept of sustainability from a young age. The main objective of this enquiry, therefore, is for the pupils to understand through the use of a number of examples what sustainability entails and how they might approach applying those principles to their own lives. It is important for young geographers to grasp that sustainability is not just confined to how we interact with the environment. It also has equal relevance to many aspects of their life, especially in the context of personal and social wellbeing.	**History Focus:** **The Romans** Children to explore and investigate the roman empire and its impact on Britain. Children to learn about Julius Caesar and his attempts to invade and conquer Britain. Children to explore the roman army and their effectiveness in conquering. Children to investigate the British resistance including the role of Boudicca.	**Geography Focus:** **Jungles and Deserts** In terms of continuity and progression this enquiry builds on and extends the pupils' understanding of the concept of weather, which was introduced and investigated at Key Stage 1. It lays a firm foundation of understanding to enable them to consider the challenges of climate change later through the Upper Key Stage 2 programme. Throughout the enquiry, pupils are encouraged to reflect upon how climate has such an important influence upon landscapes, plants, animals and human activity on Earth – they investigate this relationship at a number of scales. Pupils apply a wide range of geographical and computer skills throughout the enquiry to enable them to better understand the relationship between climate and living things and also to introduce them to the concept of biomes. Towards the end of the enquiry the pupils are able to develop their understanding of how climate is the main factor determining the distribution of biomes on Earth through the study of two biomes in depth.	**History Focus:** **The Maya** Children to learn about a non-European society that provides contrast with British history through the context of the Mayans. Children to explore culture, art, religion and societies.	.**Geography Focus:** **Magic Kingdom** This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. The objective of the investigation is to take the pupils beyond that with which they may be familiar and introduce them to different aspects of Florida's physical and human geography. Pupils gain an understanding of the significance of climate, natural hazards, aerospace technology and the conservation of the environment and living things in the lives of residents. As is appropriate at Lower Key Stage 2 the anticipated outcomes involve greater degrees of progression and challenge than at Key Stage 1 as pupils are supported to demonstrate understanding through explanation and to begin to make judgements.
Science Focus: **Sound** Children to identify how sounds are made, associating some of them with something that is vibrating. Children to recognise that sounds travel through a medium to the ear. Children to investigate the correlation between pitch, volume and the medium that produces it.	**Science Focus:** **Living Things and Their Habitats** Children to recognise that living things can be grouped in various ways. Children to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Children to recognise that sometimes environments change and that this may pose danger for animals.	**Science Focus:**	**Science Focus:** **Electricity** Children to identify common appliances that run on electricity. Children to construct a simple series electrical circuit, identifying and naming its key components. Children to investigate how a circuit works with regards to a loop and switch. Children to identify conductors and insulators.	**Science Focus:** **States of Matter** Children to compare and group together materials based on whether they are solids, liquids or gases. Children to observe that some materials will change state when heated or cooled and measure / research the temperature when this happens. Children to investigate the role of condensation and evaporation in the water cycle.	**Science Focus:** **Animals Including Humans** Children to describe the simple functions of the basic parts of the digestive system in the human body. Children to identify the different teeth and their functions. Children to construct and interpret a variety of food chains including the consumer, predator and prey.
Computing Focus: **Purple Mash – Coding** The following link will direct you to the unit overview: https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year4_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%204%20Overview2019.pdf	**Computing Focus:** **Purple Mash – Spreadsheets** The following link will direct you to the unit overview: https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year4_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%204%20Overview2019.pdf	**Computing Focus:** **Purple Mash – Writing for Different Audiences** The following link will direct you to the unit overview: https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year4_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%204%20Overview2019.pdf	**Computing Focus:** **Purple Mash – Online Safety / Effective Researching** The following link will direct you to the unit overview: https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year4_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%204%20Overview2019.pdf	**Computing Focus:** **Purple Mash – Logo** The following link will direct you to the unit overview: https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year4_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%204%20Overview2019.pdf	**Computing Focus:** **Purple Mash – Animation / Hardware Investigators** The following link will direct you to the unit overview: https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year4_overview/Purple%20Mash%20Scheme%20of%20Work%20Year%204%20Overview2019.pdf
Expressive Arts and Design Focus	Expressive Arts and Design Focus	Expressive Arts and Design Focus	Expressive Arts and Design Focus	Expressive Arts and Design Focus	Expressive Arts and Design Focus
Art Focus: Sketching and Drawing Please see Art Progression Document. / ***DT Focus Week:*** Children to explore, plan, design, make and evaluate appliances.	***Art Focus:*** Painting and Printing Please see Art Progression Document.	***Art Focus Week:*** Children to explore, investigate, replicate and reimagine the artistic style of William Morris.	***Art Focus:*** Moulding and Sculpting Please see Art Progression Document.	***Art Focus:*** Collaging and Crafting Please see Art Progression Document. / ***DT Focus Week:*** Children to sample, plan, design, make and evaluate a healthy snack.	***Art Focus Week:*** Children to explore, investigate, replicate and reimagine the artistic style of Georges Seurat.
Music Focus: **Charanga – Mamma Mia** The following link will direct you to the unit overview: https://charanga.com/scheme/1312062-year-4/1312291-mamma-mia	**Music Focus:** **Charanga – Glockenspiel Stage 2** The following link will direct you to the unit overview: https://charanga.com/scheme/1312062-year-4/1312313-glockenspiel-stage-2	**Music Focus:** **Charanga – Stop!** The following link will direct you to the unit overview: https://charanga.com/scheme/1312062-year-4/1312395-stop	**Music Focus:** **Charanga – Lean On Me** The following link will direct you to the unit overview: https://charanga.com/scheme/1312062-year-4/1313450-lean-on-me	**Music Focus:** **Charanga – Blackbird** The following link will direct you to the unit overview: https://charanga.com/scheme/1312062-year-4/1314288-blackbird	**Music Focus:** **Charanga – Reflect, Rewind and Replay** The following link will direct you to the unit overview: https://charanga.com/scheme/1312062-year-4/1314330-reflect-rewind-and-replay
Personal Development Focus	Personal Development Focus	Personal Development Focus	Personal Development Focus	Personal Development Focus	Personal Development Focus
RE Focus: Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism	***RE Focus:*** Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	***RE Focus:*** Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism	***RE Focus:*** Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	***RE Focus:*** Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism	***RE Focus:*** Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
PSHE Focus: **Jigsaw -Being Me in My World** Children to explore what makes them them and why that is special, considering their place in this world.	**PSHE Focus:** **Jigsaw-Celebrating Difference** Children to discuss and reflect on how people are similar and how they are different, celebrating how diverse our world is.	**PSHE Focus:** **Jigsaw-Dreams and Goals** Children to reflect on their ambitions for the future, both short and long term, setting themselves achievable goals.	**PSHE Focus:** **Jigsaw-Healthy Me** Children to think about and consider how to stay healthy – both physically and mentally and how a healthy lifestyle can lead to a	**PSHE Focus:** **Jigsaw-Relationships** Children to explore the word relationship and the different forms that can take. Children to consider how to have positive relationships	**PSHE Focus:** **Jigsaw-Changing Me** Children to reflect on their past year and how they have changed. Children to consider the new challenges ahead and how they may

			happy life.	with people through their acts.	face these positively.
PE Focus: Outdoor and Adventurous Dance	**PE Focus:** Football	**PE Focus:** Gymnastics Tag Rugby	**PE Focus:** Netball Handball	**PE Focus:** Tennis Cricket	**PE Focus:** Rounders Athletics
Personal Development Focus:	***Personal Development Focus:***	***Personal Development Focus:***	***Personal Development Focus:***	***Personal Development Focus:***	***Personal Development Focus:***