

Crumpsall Lane Y4 Curriculum Overview 2023-2024

ENGLISH			MATHS		
Reading	Writing	Grammar and Punctuation	Number and Calculation	Geometry and Measures	Fractions
<ul style="list-style-type: none"> - Secure decoding of unfamiliar words. - Read for a range of purposes. - Retell some stories orally. - Discuss words and phrases that capture the imagination. - Identify themes in stories. - Retrieve and record information from non-fiction texts. - Make inferences using clues from the text. - Make and justify predictions. - Recognise a variety of forms of poetry. 	<ul style="list-style-type: none"> - Correctly spell common homophones (rain, reign). - Organise writing into paragraphs. - Use simple organisational devices to help the reader (sub-headings, bullet points). - Read own work for spelling and punctuation errors. - Evaluate the success of own writing. - Read writing out loud to the class. 	<ul style="list-style-type: none"> - Use a wide range of connectives to link to clauses or two separate sentences (even though, while, although). - Use commas after adverbial openers (Just then, Under the table,). - Use direct speech and punctuate it correctly. - Secure the language of clauses (main clause, subordinate clause). 	<ul style="list-style-type: none"> - Know all tables to 12x12. - Secure place value to 1000. - Use negative whole numbers. - Round numbers to nearest 10, 100 or 1000. - Use Roman numerals to 100. - Column addition and subtraction up to four digits. - Multiply and divide mentally. - Use standard short multiplication. 	<ul style="list-style-type: none"> - Compare 2-d shapes including quadrilaterals and triangles. - Find area by counting squares. - Calculate rectangle perimeters. - Estimate and calculate measures. - Identify obtuse, acute and right angles. - Identify symmetry. - Use co-ordinates. - Translate shapes from one position to another. 	<ul style="list-style-type: none"> - Recognise tenths and hundredths. - Identify equivalent fractions. - Add and subtract fractions with common denominators. - Recognise common equivalents. - Round decimals to whole numbers. - Solve money problems.
SCIENCE					
<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name living things in their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Animals, including Humans</p> <ul style="list-style-type: none"> - 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. - Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>States of Matter</p> <ul style="list-style-type: none"> - Compare and group solids, liquids and gases together. - Observe that some materials change state when they are heated or cooled and measure or research temperature at which this happens in degrees Celsius. - Identify the part played by evaporation and condensation in the water cycle. 	<p>Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Make simple circuits, identifying and naming its basic parts.</p> <p>Identify whether or not a lamp will light in a simple series circuit.</p> <p>Recognise that a switch opens and closes a circuit.</p> <p>Recognise some common conductors and insulators.</p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with vibrations.</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 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 source increases.</p>	<p style="text-align: center;">Data</p> <ul style="list-style-type: none"> - Use bar charts, pictograms and line graphs.

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COMPUTING	4	Programming – Beatle Blocks (& 3D Printer)	Networks	Data - Olympics	
	Learning objectives: Can I turn an algorithm into a program to draw a regular polygon? Can I use repetition commands to draw regular polygons? Can I use nested repetition to draw geometric patterns? Can I save files as STL format for 3D printing?		Learning objectives: Do I understand that servers on the Internet are located across the planet? Do I understand how email is sent across the Internet? Do I understand how the Internet enables use to collaborate?		
	Information Technology – I can animate/iMovie		Digital Literacy / E-Safety		Basic Skills (Use assessment sheets to recap skills not done in Y1,2,3.)
	Learning objectives: Can I produce a storyboard? Can I make models for the story? Can I produce animation using stills? (Stands are available for this)? Can I edit story and scenes? Can I export to iMovie? Can I insert sound and voiceover? Can I insert titles and credits?		Learning objectives: Can I describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them? Can I give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours? Can I explain who someone can ask if they are unsure about putting something online? Can I explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult? Can I explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc? Can I explain what a strong password is and demonstrate how to create one?		Learning objectives: Can I decide what data to gather? Can I gather data? Can I set up and enter data into a spreadsheet? Can I navigate around a spreadsheet using rows and columns? Can I create formulas to calculate data in spreadsheets? Can I modify spreadsheets?

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Design and Technology								
Year	Unit	1	2	3	4	5	6	
4	Victorian desserts	Can I research a selection of different Victorian cakes?	Can I analyse the benefits and downsides of various Victorian cakes?	Can I communicate with my group to choose a recipe and method?	Can I tinker with the original recipe to make it unique to our group?	Can I collaborate with group to create a Victorian Afternoon Cake?	Can I evaluate a finished product?	
	Money Containers	Can I research a range of money containers and examine their features?	Can I analyse how to sew using a range of different stitches?	Can I research ideas for designing a money container?	Can I design a money container?	Can I create a money container using textiles?	Can I evaluate a finished product?	
Geography								
Year	Unit	1	2	3	4	5	6	7
4	UK Geography 1	Can I name and describe each type of settlement and explain their differences?	Can I name and locate the 4 capital cities of the United Kingdom and four more cities within the UK?	Can I understand why the city settlements of Manchester, Liverpool, Bristol and Newcastle are located where they are?	Can I describe tourism in Manchester, Liverpool, Bristol and Newcastle?			
	Rainforests	Can I locate the 4 rainforests in the world?	Can I identify the equator, tropics and northern/southern hemispheres on a map?	Can I identify a range of biomes?	Can I label and describe the layers of the rainforest?	Can I research what life is like for indigenous tribal people?	Can I describe how humans use the rainforest to make products and understand how this activity affects the rainforest?	Can I understand how economic activities affect the rainforest over time?
	UK Geography 2	Can I name and describe the rivers that run through particular cities of the UK?	Can I use symbols to show how land is used on a map of the local area?					
	On Tap	Can I describe and understand the key	Can I describe and understand	Can I write an explanation text	Can I locate rivers and	Can I identify the location of	Can I compare water	

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		aspects of the water cycle?	the key aspects of the water cycle?	about the water cycle? <i>Writing at length.</i>	reservoirs in Manchester?	water resources in Manchester?	distribution for two places and evaluate the implications on human life?	
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History									
Year	Unit	1	2	3	4	5	6	7	8
4	Anglo-Saxons & Vikings <i>Were the Vikings wrong to invade England?</i>	Can I analyse objects from the past to find out more about life at that time?	Can I explain who the Anglo-Saxons were and where they came from?	Can I understand how past civilisations communicated in writing?	Can I compare houses from the past to houses now?	Can I research daily life in Anglo-Saxon times?	Can I analyse and evaluate evidence to form my own point of view?	Can I find out more about life as an Anglo-Saxon? FEAST!	
	The Victorians <i>Is it right to send children to work?</i>	Can I explain who the Victorians were using chronological understanding ?	Can I analyse sources find out what life was like for poor children in Victorian Britain?	Can I analyse sources find out what life was like for poor children in Victorian Britain?	Can I carry out a local history study about a Victorian workhouse?	Can I evaluate historical sources?	Can I analyse sources to find out what the Industrial Revolution was and how it affected lives in Victorian times?	Can I compare childhood in Victorian times to modern time?	

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Music			
4	Playing Instruments <i>Glockenspiel</i>	Beat and Performance <i>Food and drink & Time</i>	Structure and Composition <i>Ancient Worlds & Communication</i>
Modern Foreign Languages (MFL)			
4	Welcome to School & Weather Language Primary Focus: Number revisit, colour revisit, school rooms, objects, weather	Jungle Animals Language Primary Focus: Names of animals, favourites, adjectives including colours, verbs of movement	All About Me Language Primary Focus: Family members, parts of the face and body, yoga sequence, adjectives

Physical Education (PE)							
		1	2	3	4	5	6
4	Dance Vikings	Gymnastics Arching and bridges	Yoga	Gymnastics Rolling and travelling low	Swimming	Swimming	Dance Vikings
	Football	Hockey	Dodgeball	Tennis	Cricket	Athletics	Football

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Religious Education (RE)							
Year	Unit	1 Engagement	2 Investigation	3 Investigation	4 Investigation	5 Evaluation	6 Optional
4	Hinduism: Diwali	Can I say what it feels like to belong to something?	Can I explain why Hindus celebrate Diwali? (The story of Rama and Sita)	Can I find out about how Hindus celebrate Diwali? (Worship at home)	Can I understand how celebrating Diwali brings a strong sense of belonging?	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Can I design a class log or badge to show I belong?
	Christianity: Christmas	Can I use symbols to create new road signs?	Can I identify symbols in the Christmas story?	Can I explain what symbols in the Christmas story mean to Christians?	Can I talk about the symbols of the Christingle?	What is the most significant part of the Nativity story for Christians today?	Can I design my own Christingle?
	Sikhism: Sharing and Community	Can I tell the difference between sharing and not sharing?	Can I retell a Sikh story about sharing?	Can I talk about sharing at the Vaisakhi Festival?	Can I explore other ways in which Sikhs share?	How important is sharing to Sikhs?	Can I say how I can share in my life?
	Christianity: Easter: Forgiveness	Can I discuss if forgiveness is possible?	Can I explore a story of forgiveness from the Bible?	Can I describe what a Christian might learn about forgiveness from a Biblical text?	Can a Christian always forgive?	Is forgiveness always possible?	Can I share what forgiveness means to me through art?
	Islam: Beliefs and Practices	Can I identify what it means to make a commitment?	Can I describe how Muslims show commitment to God through salat (prayer)?	Can I describe how Muslims show commitment to God through zakah (giving to charity)?	Can I describe how Muslims show commitment to God through sawm and hajj (fasting and pilgrimage)?	What is the best way for a Muslim to show commitment to God?	Can I identify how I will show commitment?
	Christianity: Prayer and Worship	Can I describe the emotions associated with a special place?	Can I describe or name two special events that take place in a church?	Can I describe how Christians worship in different ways?	Can I use the bible to talk about the importance of church to Christians?	Do people need to go to church to show they are Christians?	Can I design a special place of worship for Christians?

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PSHE				
Year	Unit	1	2	3
4	Mental and Emotional Health	What is resilience?	What does it mean to have responsibility over my choices and actions?	What is discrimination?
	Living in the Wider World	RIGHTS & RESPONSIBILITIES What are the rights of the child?	MONEY How do we look after our money?	ENVIRONMENT What is sustainability?
	Healthy Lifestyles	How do I make sure I sleep well?	What is fuel for the body?	How do I know if I'm physically ill?
	Keeping Safe	How do I manage risks in my own life?	What is self-control?	What is the difference between legal and illegal drugs? Are all drugs harmful?
	Relationship and Sex Education (RSE)	What is diversity?	Do boys and girls have different roles?	What changes happen to my body?
	Additional linked to specific local context	What is racism? Everyone can be a road safety hero (BRAKE Lesson 2 and follow-on lesson: Pages 6/7 for lesson outline and 11/12 for resources). Kids who Vape assembly pack (FYI Investigates, Sky Kids)		

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Art & Design							
Year	Unit	Compare	Gather ideas	Develop techniques	Experiment	Plan	Create
4	Painting <i>Landscape</i>	Can I compare the work of artists? <i>Claude Monet Rosa Bonheur</i>	Can I gather ideas to inspire my artwork? <i>Heaton Park Trip</i>	Can I develop techniques to use in my artwork? <i>Brush strokes (dotting using cotton buds, flat wash, hatching, cross hatching, dabs)</i>	Can I experiment with artistic techniques? <i>Use different paint brush strokes (dotted, scratching or (dotting using cotton buds, flat wash, hatching, cross hatching, dabs) to create realistic/impressionist art.</i>	Can I plan my final piece of artwork using what I have learned to inspire my choices?	Can I create my final piece, using my plan to guide me? <i>A landscape painting, focusing on plant life, trees, setting and scenery in an impressionist or realist style. Must use watercolours.</i>
		Can I evaluate my artwork and the artwork of others?					
	Drawing and Painting <i>Rainforest</i>	Children compare the works of Margaret Mee and Henry Rousseau, developing the techniques needed to plan and create their own rainforest painting, using poster paint.					
Drawing and Printing <i>Wallpaper Print</i>	Children compare the works of William Morris and Lindsay Butterfield, developing the techniques needed to plan and create their own wallpaper print using Styrofoam.						