

Thorn Grove Primary School
Medium Term Curriculum
Overview
Year 4

Half term or Term (Autumn)	Focus: Greek life and achievements and their influence on the western world		Subjects	<u>Year 4</u>		
	Enquiry Question: Why are the Ancient Greeks heroes to us?	History	Statutory Objectives:			
			<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 			
			Non Statutory Guidance:			
<ul style="list-style-type: none"> • Achievement • Influence • Life 				Assessment Criteria:		
<p>I can describe how the past can be represented or interpreted in a few different ways.</p> <p>I can understand that the past is divided into differently named periods of time and use some dates to explain world history.</p> <p>I can tell you a range of similarities/ differences between different times in the past in the periods covered so far</p> <p>I can give a few reasons for and the results of the main events and changes of a time studied.</p> <p>I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.</p>						
				Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	
	Geography	Statutory Objectives:				
		<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • describe and understand key aspects of: Water Cycle • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 				
		Non Statutory Guidance:				
		Assessment Criteria:				
<p>I can locate the world's countries, using maps to focus on Europe (including Russia): environ-mental regions, key physical or human characteristics, countries, and major cities.</p> <p>I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</p> <p>I can conduct surveys.</p> <p>I can carry out a simple questionnaire.</p> <p>I am able to use simple equipment to measure and record.</p> <p>I can describe the water cycle using a diagram.</p> <p>I can describe and understand key aspects of human geography including types of settlement and land use,</p>						
				Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	

	Science States of matter (8 weeks)	<p>Statutory Objectives: States of matter Pupils should be taught to: compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	
		<p>Non Statutory Guidance:</p> <p>Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Note: Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning. Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, such as when iron melts or when oxygen condenses, using and applying what they have learnt in mathematics. They might observe and record evaporation over a period of time, such as a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</p>	
		<p>Assessment Criteria:</p>	
		<p>Suggested ideas/activities/books/web links</p>	<p>Possible trips/artists to school/etc</p>
Taught as a discrete subjects not as part of the topic theme			
SCIENCE:		<p>Statutory Objectives: Animals, including humans Pupils should be taught to: 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>	

	<p>Non Statutory Guidance: Pupils should be introduced to the main body parts associated with the digestive system, such as mouth, tongue, teeth, oesophagus, stomach and intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</p> <p>Assessment Criteria:</p>	
Ideas related to Animals including Humans	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
ICT	<p>Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; the opportunities they offer for communication and collaboration Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p>	
Music	<p>Stockport's preferred Music Scheme: Charanga Autumn 1 Unit: Mamma Mia</p> <p>Style: ABBA</p> <p>Topic and cross curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country compared to other European countries</p> <p>Autumn 2 Unit: GlockenspielStage 2</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p>	
DT	Pop up books about being a hero.	
Art	<p>Focus: clay work/sketching/ colour mixing and matching; tint, tone and shade Theme: Greek architecture and Greek vases Artist: no artist study but compare Greek architecture to modern architecture – Walker Art Gallery</p>	
RE	Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained Autumn: Why is Jesus inspiring to some people??(Believing strand)	

	MFL	See MFL Scheme on server. In Autumn Pupils should be taught:
1	10	<ul style="list-style-type: none"> • Questions, answers and sentence building • Development of more adjectives • Vocabulary for games • Masculine and feminine nouns Combine with European National Languages Day
	PE	See PE Passport long term overview for Autumn 1 & 2
	PSHE	HEALTH AND WELLBEING Drugs common to everyday life Hygiene and Germs Growing and Changing Changes at puberty. Changes that happen in life and feelings associated with change. Focus on bereavements How to keep safe in local area – People who help us stay healthy and safe Supported by weekly additional circle sessions

	Enquiry Question: Why were the Romans so powerful and what did we learn from them?	Geography	<p>Statutory Objectives:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. (Pompeii and Naples area) compare to the NW region of UK locate the world's countries, using maps to focus on Europe (Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (To run throughout all terms) describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes Use 8 points of the compass, four figure grid references, symbols and kys in ordnance survey maps for NW England human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 		
			<p>Non Statutory Guidance:</p> <ul style="list-style-type: none"> Physical geography linked to Roman Study. This is to include disasters which befell the Romans (Pompeii and Naples) Link to what causes earthquakes and volcanic eruptions <p>Assessment Criteria:</p> <p>can locate the world's countries, using maps to focus on Europe (including Russia): environ-mental regions, key physical or human characteristics, countries, and major cities. Use EU resources. They must be able to name countries in Europe. Look at key physical and human characteristics. Map work helps here. Give blank copy of Europe and get them to use class atlases to name rives, capital cities. Get them working with Keys for mountains etc.</p> <p>I understand how some aspects have changed over time. Using a street through time book is a really good way to get children to look at how Romans brought changes to Britain. Look at buildings, boats, bridges. A simple table activity is helpful here. Look at changes in transport and better links eg ships.</p> <p>I can understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country.</p> <p>Looking at Pompeii needs to be the region here as ties in with Romans. Look at disaster. Key questions: What causes earthquakes? What environments can change and cause danger to living things. Excellent opportunity for diary writing. Some of these latter lesson are saved in summer 1 file but need to be taught in Spring 1 and 2 so needs some other spring one and two lessons that are not as relevant or necessary shortening or taking out.</p> <table border="1"> <thead> <tr> <th>Suggested ideas/activities/books/web links</th> <th>Possible trips/artists to school/etc</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>		Suggested ideas/activities/books/web links
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	Main – linked to geographic	History	<p>Statutory Objectives:</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain 		

	al lead subject		<p>Non Statutory Guidance: This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, e.g. Boudica</p> <p>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>		
			<p>Assessment Criteria: I can present recalled or selected information in a variety of ways using specialist terms. I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. I can tell you a range of similarities/ differences between different times in the past in the periods covered so far I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.</p>		
	Ideas related to the Roman Empire	<p>Suggested ideas/activities/books/web links</p>		<p>Possible trips/artists to school/etc</p>	
	Science	<p>Statutory Objectives:</p>			
		<p>Non Statutory Guidance:</p>			
		<p>Assessment Criteria:</p>			
<p>Taught as a discrete subjects not as part of the topic theme</p>					
	<p>SCIENCE: All Living Things</p> <p>*On-going diary to be created with a regular visit to a specific habitat</p>		<p>Statutory Objectives: All Living Things Pupils should be taught to:</p> <p><input type="checkbox"/> identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups</p> <p><input type="checkbox"/> recognise that environments can change and that this can sometimes pose dangers to living things.</p>		

	<p>Non Statutory Guidance: Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat; and how the habitat changes throughout the year. Pupils should begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Note: Plants are more difficult to classify, but can be grouped into categories such as flowering plants (including grasses) and non-flowering plants such as ferns and mosses. Pupils should explore examples of human impact (both positive and negative) on environments such as the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Pupils might work scientifically by: exploring local small invertebrates and using guides or keys to identify them; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</p>					
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ICT	<p>Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; the opportunities they offer for communication and collaboration Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>					
Art	<p>Focus: mosaic, sketching, colour mixing, pastels, painting, pencils Theme: Roman Mosaic Artist: Gaudi</p>					

	<p>Music</p>	<p>Stockport's preferred Music Scheme: Charanga Spring 1 Unit: Stop1 Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Topic and cross curricular links: Composition, Bullying</p> <p>Spring 2 Unit: Lean On Me</p> <p>Style: Gospel</p> <p>Topic and cross curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.</p> <p>+ Recorder sessions from Stockport Music Services Listen with attention to detail Appreciate a variety of high quality music Understand staff and other musical notations Improvise and compose music for a range of purposes using the inter-related dimensions of music Develop and understanding of the history of music</p>
	<p>RE</p>	<p><i>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained</i></p> <p><i>Spring:</i> What does it mean to be a Hindu in Britain today??(Living)</p>
	<p>MFL</p>	<p>See MFL Scheme on server.</p> <p>In Spring Pupils should be taught:</p> <ul style="list-style-type: none"> • Adjectives that precede a noun • Sentence starters • Advanced verbs • Punctuation • Months • Definite Article
	<p>PE</p>	<p>See PE Passport long term overview for Spring 1 & 2</p>

	PSHE	<p><u>REALTIONSIPS</u></p> <p>Keeping something confidential or secret When to break a confidence and recognise and manage Healthy Relationships Solving disputes and conflicts amongst peers What constitutes a positive, healthy relationship How to develop the skills to maintain positive and healthy relationships Acceptable and unacceptable physical contact Judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>Supported by weekly additional circle sessions</p>

Half term or Term (SUMMER)	Focus Fieldwork and mapping in the local area		Subjects	Year 4
		Enquiry Question: What would make the Iron Man's eye light up in Cheadle Hulme?	Geography	<p>Statutory Objectives:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four -figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Non Statutory Guidance:</p> <ul style="list-style-type: none"> • All worked linked to the Iron Man. Creating maps of the local area where he will explore, developing knowledge of symbols in relation to how the locality is used.

			<p>Assessment Criteria:</p> <p>I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns;</p> <p>I can use atlases to find places using index/ contents.</p> <p>I can understand the need for a key. I understand the purpose of maps.</p> <p>I can use the 8 points of a compass.</p> <p>I can use simple grids with letters and numbers and 4-figure coordinates to locate features.</p> <p>I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p> <p>I can map evidence from fieldwork e.g. sketch annotated views.</p> <p>I can use plans.</p> <p>I can use aerial photos and satellite images.</p> <p>I can begin to use smaller scale aerial views.</p> <p>I can use oblique aerial views</p>		
			Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	
	Main	<p>Science Sound (6 weeks) Link to Iron Man: ted Hughes</p>	<p>Statutory Objectives:</p> <p>Pupils should be taught to:</p> <p>identify how sounds are made, associating some of them with something vibrating</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>Non Statutory Guidance:</p> <p>Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p> <p>Pupils might work scientifically by: finding patterns in the data (for example, blowing across the top of bottles, changing the length and thickness of elastic bands). They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</p>		
			<p>Assessment Criteria:</p>		
			Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	
	Ideas based on sound				

	Main	Science Electricity (6 weeks)	Statutory Objectives: Electricity Pupils should be taught to: identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.	
			Non Statutory Guidance: Pupils should construct simple series circuits, trying different components, such as bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6. Note: Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity. Pupils might work scientifically by: observing patterns, for example that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.	
			Assessment Criteria:	
		Ideas for electricity	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
Taught as a discrete subjects not as part of the topic theme				
	ICT	Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		
	Art	Focus: 3D work, boxes, wire, sketching, painting, chalk, Theme: Through the Iron Man unit of work Geography topic, Science and Literacy. Artist: Anthony Gomerly		

Music		<p>Stockport's preferred Music Scheme: Charanga Summer 1 Unit: Blackbird Style: Pop/ The Beatles Topic and cross curricular links: Civil Rights, the development of Pop music.</p> <p>Summer 2 Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 4 Topic and cross curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Also Links to CT Work on the Iron Man</p>
RE		<p>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained Summer: What can we learn from religions about deciding what is right and wrong?(Living strand)</p>
MFL		<p>See MFL Scheme on server. In Summer Pupils should be taught:</p> <ul style="list-style-type: none"> • Vocabulary from a song • Questions and answer • Phrases of celebration and greetings • Towns in France
PE		<p>See PE Passport long term overview for Summer 1 & 2</p>
PSHE		<p><u>LIVING IN THE WIDER WORLD</u></p> <p>Sustainability of the environment across the world To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (Role of money; managing money (saving and budgeting); what is meant by interest and loan.</p>