

## Medium Term Plan Curriculum Overview

Year 4	Term 1 & 2 Discover	Term 3 & 4 Explore	Term 5 & 6 Create
History	The Roman Empire and its impact on Britain.		
Geography	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Hadrian's wall, Roman Britain	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Volcanoes and earthquakes	
Science	<b>Living things and their habitats</b> □ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	<b>Study of Matter</b> □ 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	<b>Electricity</b> □ 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

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	<p>□ recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><b>Animals including humans</b></p> <p>□ describe the simple functions of the basic parts of the digestive system in humans</p> <p>□ identify the different types of teeth in humans and their simple functions</p> <p>□ construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>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> <p>Relating to volcanoes and earthquakes - how these processes change rocks</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><b>Sound</b></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>
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Art	<p>□ about great artists, architects and designers in history</p>	<p>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Instrument design</p>	<p>Rangoli patterns Pilgrimage art</p>
Computing	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use technology safely, respectfully and responsibly</p> <p>Stop motion video</p>	
PHSE	<p>Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being Understand, with support, the nature and consequences of</p>	<p>Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges Express their views, and listen to those of others, sometimes</p>	<p>Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way Identify, with support, some factors that affect how people think and feel</p>

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	<p>bullying, and ways of responding to it</p> <p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules</p> <p>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Understand some basic facts about democracy and about some of the institutions <b>that</b> support it locally and nationally</p>	<p>needing reminders about how to show respect for others</p> <p>With support, research, discuss and debate topical issues, problems and events</p>	<p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p> <p>Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society</p>
Music	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>□ develop an understanding of the history of music.</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Composing music for home-made instruments</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

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RE	<p>Christianity Christian Symbols</p>	<p>Islamic festivals</p>	<p>Christian Pilgrimage and Religious expression How Muslims worship</p>
DT	<p>□ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>□ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>understand and apply the principles of a healthy and varied diet</p> <p><b>Mosaic design and making</b></p>	<p><b>Make</b></p> <p>□ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>□ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <p>□ investigate and analyse a range of existing products</p> <p>□ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>□ understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b></p> <p>□ apply their understanding of how to strengthen, stiffen and</p>	<p>□ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>□ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

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		reinforce more complex structures	
MFL	<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> <li>□ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>□ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	As left	As left