**Beaconhill Primary School**

**Year Four Curriculum**

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|  | **Science** | | **Art and Design** | **Computing** | **Design and Technology** | | **Geography** | **History** | **Languages** | **Music** | | **Physical Education** | **Religious Education** | **PSHE** |
| **Autumn** | Animals, including humans | | Abel Rodriguez:Drawing and Printing | Coding |  | |  | (Romans – British resistance, Boudica, Romanisation of Britain)  Saxons. | Beach vocabulary  Numbers to 30. | How does music bring us together? | | Football  Multiskills | How special is the relationship Jews have with God? | Being in My World |
| Animals, including humans | | Online Safety  Spreadsheets | Vikings | How does music connect us with the past? | | Dance | What is the most significant part of the Christmas story for Christians today? | Celebrating differences |
| **Spring** | States of Matter | | Yayoi Kusama:  Insects and Sculpture | Spreadsheets  Writing for different audiences | Loch Ness Monster – make a Loch Ness Monster out of felt – sewing activity. | | Name and locate countries in Europe.  Understand latitude, longitude, equator, tropics.  Scotland – study of human and physical features.  Fieldwork study – tourism in Whitley Bay. |  | Colours, greetings and health | How does music make the world a better place? | | Gymnastics  Rugby | How important is it for Jewish people to do what God asks them to do? | Dreams and Goals |
| Sound | | Logo | Animals, book creation, numbers to 50 | How does music teach us about our community? | | Gymnastics  OAA | Is forgiveness always possible? | Healthy Me |
| **Summer** | Living things and their habitats | | Mary Ann Rogers: Painting | Animation | Scones – product testing, design, make, evaluate.  Torches | |  | Self-portrait, adjective agreement | How does music shape our way of life? | | Tennis  Golf | What is the best way for a Jew to show commitment to God? | Relationships |
| Electricity | | Effective Search  Hardware Investigation | Sentence formation, jigsaw sentence writing | How does music connect us with The Environment? | | Athletics | Do people need to go to church to show they are Christians? | Changing Me |
| **Subject** | | **Autumn** | | | | **Spring** | | | | | **Summer** | | | | |
| **Science** | | **Animals including Humans**   * 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 | | | | **States of Matter**   * 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   **Sound**   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * 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. | | | | | **Electricity**  .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  **Living things and their habitats**   * 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 * recognise that environments can change and that this can sometimes pose dangers to living things. * construct and interpret a variety of food chains, identifying producers, predators and prey. | | | | |
| **Working Scientifically**   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings. | | | | | | | | | | | | | |
| **Art and Design** | | * Abel Rodriguez: Drawing and Printing | | | | Yayoi Kusama: Insects and Sculpture | | | | | Mary Ann Rogers: Painting | | | | |
| **Computing** | | **Saxon PowerPoints, E-Safety**   * 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 * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | | **Edinburgh information leaflets – Publisher**   * 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 * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | | | | | **Scratch, Data Logging**   * 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 * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | | | | |
| **Design and Technology** | |  | | | | **Loch Ness Monsters**  **DESIGN, MAKE and EVALUATE a Loch Ness Monster – focus materials used and joining parts together by sewing.**   * 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 generate, develop, model and communicate their ideas through discussion, annotated sketches * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * apply their understanding of how to strengthen, stiffen and reinforce their product. | | | | | **Scones**   * understand and apply the principles of a healthy and varied diet * understand that you are allowed some “treats” and these can be made healthier. * product research * know where ingredients for scones come from. * understand the method of making scones * evaluate their food and that of others. | | | | |
| **Geography** | |  | | | | **Regions of the UK, Scotland**   * Name and locate the countries in Europe. * Name and locate cities in Scotland and identify 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 * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic   and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)   * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Scotland, focusing on Edinburgh) * describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy and food(Focus on Scotland and the oil industry, tourism, golf and traditional Scottish food products, such as haggis, shortbread and salmon). * use maps, atlases, globes and digital/computer mapping to locate and describe features studied * use the eight points of a compass symbols, and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * Use co-ordinates in the study of Edinburgh City Centre. * Field work – questionnaire given to people in Whitley Bay with a focus on tourism. | | | | |  | | | | |
| **History** | | **Romans, Saxons, Vikings**  (First 3 weeks - building on work done in Year 3 in Summer term on The Romans – British resistance – Boudica, Romanisation of Britain).   * Britain’s settlement by Anglo-Saxons and Scots * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire * Anglo-Saxon invasions, settlements and kingdoms: place names and village life * Anglo-Saxon art and culture * Christian conversion – St. Aidan, St. Cuthbert and Lindisfarne. * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * Viking raids and invasion * Resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld * Anglo-Saxon laws and justice * Edward the Confessor and his death in 1066 | | | |  | | | | |  | | | | |
| **Languages**  **French** | | (with AR)  Numbers to 20  Colours  Greetings | | | | (With Mrs. Taylor – Language specialist)  Greetings and name  Health and colours  Mini book (Ours Brun)  Numbers 11 to 20 | | | | | Label a self-portrait (Mon visage)  Adjective agreement (monster vert)  Vocabulary acquisition (monster vert)  Sentence formation(monstre vert)  Fact finding (La France)  Writing (Le pont d’Avignon)  Prepositions (Sur sous, Les monuments) | | | | |
| **Music** | | How does music bring us together?  How does music connect us with the past? | | | | How does music make the world a better place?  How does music teach us about our community? | | | | | How does music shape our way of life?  How does music connect us with the environment? | | | | |
| **Physical Education** | | **Football, Multi-skills, Dance**   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance * perform dances using a range of movement patterns * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | **Gymnastics, Rugby, OAA**   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, , and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | **Tennis, Golf, Athletics**   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | |
| **Religious Education** | | **How special is the relationship Jews have with God? –** *Do sacred texts have to be ‘true’ to help people understand their religion? Does participating in worship help people feel closer to God or their faith community?*   * We are learning to understand the special relationship between Jews and God and the promises they make to each other.   **What is the most significant part of the Christmas story for Christians today? -** *Do sacred texts have to be ‘true’ to help people understand their religion? Can the arts help to communicate religious beliefs?*  We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. | | | | **How important is it for Jewish people to do what God asks them to do? –** *Do religious people live better lives? Is religion the most important influence and inspiration in everyone’s lives?*   * We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.   **Is forgiveness always possible? –** *Do religious people live better lives? Do all religious beliefs influence people to behave well towards others?*  We are learning to understand how Jesus’ life, death and resurrection teaches Christians about forgiveness. | | | | | **What is the best way for a Jew to show commitment to God? –** Do religious people live better lives? *Is religion the most important influence and inspiration in everyone’s lives? Does participating in worship help people feel closer to God or their faith community?*   * We are learning to understand the different ways Jews show their commitment to God, comparing their practises in order to explore which shows the most commitment.   **Do people need to go to church to show they are Christians? -** *Do religious people live better lives? Does participating in worship help people feel closer to God or their faith community?*  We are learning to understand how important going to church is to show someone is a Christian. | | | | |
| **PSHE** | | **Health and Wellbeing**  Identity – differences, similarities, interests, family.  Fascination – what fascinates us and why?  Respect – who? When? Why? Respect for others and the environment. Link to Remembrance Day.  Community – what communities are we part of? How can we support each other?  Anti-Bullying week – meaning, types of bullying, role play activities, poems.  British Values Day – democracy, rule of law, celebrate differences, tolerance of others. | | | | **Relationships**  Resilience – meaning and examples of resilience at school. Stories which demonstrate resilience.  Diversity – link to British Values Day.  Career – main focus will be BBC Bitesize – lots of adults talking about their careers and how they got there. Children to think about what they would like to do and what path they need to take to get there.  Rights – What should we all have the right to do/to have? Discussion - Focus on book - United Nations book of human rights. Story of Nelson Mandela. | | | | | **Living in the Wider World**  Power – Discussion of the many meanings of power. Which are most important to them?  Reflection – How? Why? Purpose of reflection? Reflection to improve work and behaviour.  Change – Transition – meet with new class and old class.  Growth – review of the year, how have they changed, physically and mentally. Link to SRE lessons. | | | | |