

Staplehurst School Curriculum Overview

Year 4: 2024-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Our historical learning will allow pupils to make comparisons between a number of ancient civilisations. Pupils will study early forms of writing, number, architecture, farming methods and forms of trade. They will learn how these evolved over time and across civilisations and their geographical locations. Children will use their learning in history to inform their artwork, as they design and create a 3D clay pot in the style on an ancient civilisation. Within science pupils will learn about the human digestive system, human teeth and how to maintain a healthy diet. In addition, children will know how energy passes through living things using food chains.</p> <p>Science: <i>Animals including humans</i> PSHE: <i>How do we</i></p>	<p>This term pupils will develop their geographical learning of rivers, identifying features of a river, focusing on the River Thames. Pupils will develop their mapping skills by tracking the journey of a river using OS maps and 4 figure grid references. In addition, pupil will identify human and physical features along a river.</p> <p>In science pupils will identify the physical properties of solids, liquids and gases. In addition, they will learn about reversible changes, and make connections to the water cycle.</p> <p>As part of their learning in DT, children will consider the importance of food hygiene and make biscuits which will support their learning in science by experiencing the effects of mixing different states of</p>	<p>As part of our historical unit pupils will focus on the ancient civilisation of the Ancient Egyptians. Pupils will learn about the importance of the River Nile within the society, in relation to farming and the building of settlements along its banks. Within Art, pupils will use their learning about the Ancient Egyptians to create a self-portrait with head dress based on Egyptian symbols. In science pupils will learn about static and current electricity. Children will investigate electrical insulators and conductors, In addition, children will use electrical components to make simple circuits.</p> <p>Science: <i>Electricity</i> PSHE: <i>How do we treat each other with respect?</i> RE: <i>Why do people pray?</i> PE: <i>Gymnastics</i></p>	<p>This term we will be learning about the world's rainforests and the impact humans are having on this environment. We will develop our geographical skills to locate the world's rainforests. We shall also consider the causes and effects of deforestation on the animals and people living there.</p> <p>In science children will learn about how sound is made and how it travels. Children will learn about pitch and how volume in how loud and quiet a sound is.</p> <p>We will develop our use of shade and tone, through the study of Henri Rousseau to produce paintings in a similar style, based on the rainforest.</p> <p>Science: <i>Sound</i> PSHE: <i>How can our choices make a different to others and the environment?</i></p>	<p>Our historical learning this term will focus on the Anglo-Saxon and Viking rule of England. Children will know where they came from, where they landed and their impacts on the country at the time and in present day.</p> <p>In science pupils will identify and classify animals into their type and identify their physical characteristics.</p> <p>In DT they will develop their sewing skills by joining materials using different stitches to create a purse.</p> <p>Science: <i>Living things and their habitats</i> PSHE: <i>How can we manage risk in different places?</i> RE: <i>What do different people believe about God?</i> PE: <i>Athletics</i> ICT: <i>Animation</i> Art/DT: <i>Sewing</i> French: <i>Classroom</i></p>	<p>As part of our geographical learning, children will develop their map skills through their study of the South East of England. Pupils will focus on how land is used in Kent and how it has changed over the last century. In addition, pupils will learn about how some towns in Kent are being developed and regenerated.</p> <p>In science we will use identification keys to identify animals from their physical characteristics, as well as consider how climate change impacts living organisms.</p> <p>Children will transfer their learning of electricity from last term, in their DT learning to produce a product which includes an electrical circuit.</p> <p>Science: <i>Living things and their habitats</i> PSHE: <i>How will we</i></p>

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<p><i>manage our feelings?</i> RE: What does it mean to be a Hindu in Britain today? PE: Handball ICT: Coding Art/DT: Clay pots and drawing, Kate Malone French: fruit and phonics</p>	<p>matter to produce an irreversible change to make an enjoyable treat.</p> <p>Science: Solids, Liquids and Gases PSHE: What strengths, skills and interests do we have? RE: What do different people believe about God? PE: Football ICT: Spreadsheets Art/DT: Cooking - biscuits French: vegetables</p>	<p>ICT: Effective searching Art/DT: Egyptian Self portrait, mixed media and painting French: Ancient Britain</p>	<p>RE: Why is Jesus inspiring to some people? PE: Dance ICT: Logo Art/DT: Rainforest and biodiversity: Henri Rousseau, painting, collage French: Presenting myself</p>		<p>grow and change? RE: Why do some people think that life is like a journey and what significant experiences mark this? PE: Cricket ICT: Effective Searching Art/DT: Electrical Systems French: family</p>
<p>LITERACY TEXTS The Queen's Nose by Dick King Smith</p> 	<p>LITERACY TEXTS The Ice Palace by Robert Swindells The Rhythm of the Rain by Graham Baker-Smith</p>  	<p>LITERACY TEXTS The Frozen North by Catherine Johnson</p> 	<p>LITERACY TEXTS The Great Kapok Tree by Lynne Cherry The Vanishing Rainforest by Richard Platt</p>  	<p>LITERACY TEXTS Arthur and the Golden Rope by Joe Todd Stanton Yokki and the Parno Gry By Richard O'Neill</p>  	<p>LITERACY TEXTS Varjak Paw by SF Said</p> 

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