



Gillespie Primary School Curriculum Overview - Year 4 2022-2023



Subject	Autumn Term – Ancient Greece		Spring Term – Italy		Summer Term – The Romans in Britain	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>Narrative Unit 2</u> Stories with historical settings/myths Ancient Greek Myths: Theseus and the Minotaur Writing own Greek Myths</p> <p><u>Non-fiction Unit 2</u> Newspaper Reports:The Battle of Marathon <u>Non Chronological Report</u> Science – The Water Cycle</p> <p><u>Narrative unit 5</u> Plays (2-3 weeks), inspired by Greek Myths.</p> <p><u>Diversity text</u> Julian is a Mermaid by Jessica Love</p>		<p><u>Narrative</u> Stories that raise issues: The Iron Man Ted Hughes</p> <p><u>Non -fiction unit 1</u> Volcanoes – information text Newspaper report about Pompeii Letter to reader about Pompeii</p> <p><u>Poetry unit 1</u> Still I Rise – Maya Angelous. Jane Consodine unit.</p> <p><u>Diversity text</u> Rosie Revere-Engineer by Andrea Beaty and David Roberts</p>		<p>Writing Through Art Project –FZ</p> <ul style="list-style-type: none"> Persuasive writing Writing in role Speech <p><u>Non fiction</u> The founding of Rome Recounts</p> <p><u>Poetry Unit 2</u> Creating Images- inspired by Art</p> <p><u>Diversity text</u> Perfectly Normal : A big bright feelings book by Tom Percival</p>	
Maths (White Rose)	<p>Number: Place Value (4 weeks) Number: Addition and Subtraction (3 weeks) Measurement: Length and Perimeter (1 week) Number: Multiplication and Division (3 weeks)</p>		<p>Number: Multiplication and Division (3 weeks) Measurement: Area (1 week) Fractions (4 weeks) Decimals (3 weeks)</p>		<p>Decimals (2 weeks) Measurement: Money (2 weeks) Measurement: Time Statistics (2 weeks) Geometry: Property of Shape (3 weeks) Geometry: Position & Direction</p>	
Science	<p>States of Matter (solids, liquids and gases)</p> <ul style="list-style-type: none"> 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 	<p>Sound</p> <ul style="list-style-type: none"> 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. 	<p>Animals including humans – skeletons and nutrition I can describe the simple functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying 	<p>Electricity Circuits and Conductors (link to DT)</p> <ul style="list-style-type: none"> 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 	<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 name a range of habitats and make comparisons between them explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 	

	cycle and associate the rate of evaporation with temperature.	<ul style="list-style-type: none"> recognise that sounds get fainter as the distance from the sound source increases. 	producers, predators and prey.	<p>in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 	
Computing	Purple Mash - Coding Internet safety	Purple Mash - Spreadsheets Internet safety	Purple Mash – Logo Internet safety	Purple Mash – Animation Internet safety	Purple Mash- Writing for different audiences Internet safety
Visits/Visitors/first hand experiences	British Museum – Greek display	History off the Page – Ancient Greeks		Kenwood House Art Project Gillespie Park/ Pond Dipping	London Museum Romans Experience 11x11 experience
History	Ancient Greek achievements and their influence and impact on modern life <ul style="list-style-type: none"> Study Greek life and achievements and their influence on the western world Compare and contrast the changes in Ancient Greece over time (development of democracy and civilised states) Develop the appropriate use of historical terms e.g. ancient, modern, civilisation, citizens, archaeology, myths and legends Understanding why changes occurred during the period of the Ancient Greeks. Contrast life in Ancient Greece with life today. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Learn about the life and impact of Alexander the Great. Consider his global impact and crucial role in expanding the Greek empire. Gain an overview of the impact of Ancient Greece on our lives today. Consider how different historical sources (primary and secondary) help us to know about Ancient Greece. 				The Roman empire and its impact on Britain <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history (what Britain was like before/after the Romans came) Develop a chronologically secure knowledge of world history, establishing clear narratives within and across the Roman era. Learn about the Roman Empire and its impact/Romanisation of Britain.

Geography	Geography: Linked to Ancient Greece. <ul style="list-style-type: none"> • Locational Knowledge: Locating Greece and its main cities on the map (Ancient Greece and Greece today) • Identifying main countries in Europe and link to their location to Greece. • Geographical skills: Exploring the climate of Greece and the effect this has on life there (mountains, volcanoes, the water cycle) 		Geography - Comparing the UK and a European country – Italy Physical Geography Volcanos, earthquakes, settlements, cities Locational Knowledge – European country: Italy Major cities, The countries of Europe Human Geography Economic activity and trade links Field work study <ul style="list-style-type: none"> • To learn why map symbols are used and to recognise the OS map symbols. • To understand 4 figure grid references. • To create a map of the local area. • To present data using graphs 			
Art & Design	Look at greek artworks and life depicted – pottery, sculptures and friezes. Create own versions of pots, friezes and myths in the style of Greek art. Artist Study - Grayson Perry – look at how a contemporary artist has used vases in his work – compare and contrast with ancient greek vases Create own designs for vase entitled: ‘Aspects of Life today’ use pen ink and colour to depict own vase design		Still life drawings/ Artist Study Holly Coullis Focus on Still Life – shape, colour and design. Experiment with pastels. Artist Study Holly Coullis		Writing Through Art: linked to writing unit. Exploring: Reflections, Aerial perspective, collages and mood in paintings.	Pottery and mosaics
Design Technology				Electrical systems: Simple circuits and switches Design, make and evaluate an alarm system for a specific purpose and for someone (link to science)		Summer 2 - Food Technology; Design, make and evaluate food for the coronation.
Personal, Social and Health Education (PSHE)	Identity, society and equality: Democracy Pupils learn: <ul style="list-style-type: none"> • about Britain as a democratic society • about how laws are made 	Drug, alcohol and tobacco education: Making choices Pupils learn: <ul style="list-style-type: none"> • that there are drugs (other than 	Physical health and wellbeing: What is important to me? Pupils learn:	Keeping safe and managing risk: Playing safe Pupils learn: <ul style="list-style-type: none"> • how to be safe in their computer gaming habits 	Sex & Relationship Education (SRE): Growing up and changing Pupils learn: <ul style="list-style-type: none"> • about the way we grow and change throughout the human lifecycle 	

	<ul style="list-style-type: none"> • learn about the local council and how politics/Government works <p>MyHappymind Meet your brain-</p> <p>Giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best.</p>	<p>medicines) that are common in everyday life, and why people choose to use them</p> <ul style="list-style-type: none"> • about the effects and risks of drinking alcohol • about different patterns of behaviour that are related to drug use <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> • that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use <p>MyHappymind Celebrate-</p> <p>Introducing the theory that we all have different character strengths and that by understanding what they are and then using them as much as possible, we can be at our best.</p>	<ul style="list-style-type: none"> • why people may eat or avoid certain foods (religious, moral, cultural or health reasons) • about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) • about the importance of getting enough sleep <p>Cooking</p> <p>MyHappymind Gratitude</p> <p>Teaching children the importance of gratitude and what happens in our brain when we give and receive gratitude.</p>	<ul style="list-style-type: none"> • about keeping safe near roads, rail, water, building sites and around fireworks • about what to do in an emergency and basic emergency first aid procedures <p>MyHappymind Relate</p> <p>Teaching children the importance of being able to relate or get along with others in order to have positive relationships.</p>	<ul style="list-style-type: none"> • about the physical changes associated with puberty • about menstruation and wet dreams • about the impact of puberty in physical hygiene and strategies for managing this • how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty • strategies to deal with feelings in the context of relationships • to answer each other's questions about puberty with confidence, to seek support and advice when they need it <p>Cooking</p> <p>MyHappymind Summer 1 Engage</p> <p>Bringing together everything the children have learnt throughout the myHappymind curriculum, using the knowledge and skills they have acquired to help them to engage in the world through goal setting.</p> <p>Summer 2 Consolidation</p> <p>Referring back to what has been learnt throughout the year and continuing to use the skills the children have learnt, habits they've made and knowledge they've acquired to be the best self they can be to themselves and to others.</p>
<p>Growth Mindset</p>	<p>From failure to success -Identify and value how failure is an important part of the learning process and Begin to define the term successful</p> <p>Understand the brain and how it works Explore strategies for perseverance Consider characteristics of effective learning Importance of the impact of language used on learning</p>	<p>Reinforce and consolidate learning in autumn term throughout year 4</p>			

Physical Education	Tennis with Coach Gary (Access to Sports) Finsbury Park pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition	Gymnastics with Calypso gymnastics Y4 develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently and with a partner to build sequences. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions		Cricket Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low	Athletics Running, jumping, throwing for accuracy and distance. Measuring, keeping and beating own scores.
		Dodgeball Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent	Netball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack toward	Yoga mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body	Dance Increase complexity of basic actions. Compose dances with clear start middle and end. Partner work, share and develop ideas
Music	Introduction to Strings Listen and Appraise: begin to recognise the basic style indicators of an ABBA song/ 70s Pop song. KS2 C, E and F -Using the body and body percussion to find the pulse. KS2 A -Comparing songs with similar stylistic influences. KS2 C -Copying and improvising simple phrases within the song using the voice and glockenspiels + OTHER INSTRUMENTS CHN CAN PLAY. KS2 B-Extended improvisation: learning to 'ask a musical question' and 'give a musical answer'. KS2 B -Putting together different arrangements of instruments in the song.	Continuing Vamoosh Book 1: Violin, Viola and Cello Listening and appraising a Beatles song KS2 C and F -Singing a song as a class KS2 A -Playing instrumental parts in a song KS2 A -Call and Response within a song KS2 B and C -Learning to improvise in small groups on the voice and on a tuned instrument KS2 B -Using Recorders as well as other non-tuned instruments in the song KS2 A -Learning New Note 'D' on recorder		Finishing Vamoosh Book 1: Violin, Viola and Cello listening and appraising a 'Gospel' song KS2 C and F -Singing a song as a class. KS2 A -Playing instrumental parts in a song. KS2 A -Call and Response within a song KS2 B and C -Learning to improvise in small groups on the voice and on a tuned instrument. KS2 B -Using Recorders as well as other non-tuned instruments in the song KS2 A -Learning New Note 'D' on recorderKS2 A	

		Autumn 2 – Christmas show focus	Blackbird Singing, learning different instrumental parts to make a wind and string ensemble, improvisation,	Spring 2 Carman Opera. Learning to sing in an operatic style, combining music and drama	Finishing Carman Opera. Learning to sing in an operatic style, combining music and drama. Staging performance for Class Assembly with parents and whole school.	Summer 2 Lean On Me Singing, learning different instrumental parts to make a wind and string ensemble, improvisation,
Religious Education	-Why is Jesus inspiring to some people? (Believing Strand)		- Why do some people think life is like a journey, and what significant experiences mark this? (Expressing Strand)		What can we learn from religions about deciding what is right or wrong? (Living strand)	
Modern Foreign Language (MFL) French	Je Me Présente(Presenting Myself) Revising France & French speaking countries, numbers 1-10/20 'how are you?' Saying your name & asking someone their name. listening exercise and 'how old are you?' 'Where do you live?' Nationality, je suis..., individual presentations, Class French ID cards activity	En Famille (The Family) Introduce nouns for family members with their article What are family members called? 'Do you have a brother or sister?' and listening activity Numbers 10 to 100 presented in units of 10 Concept of possessives (my brother, my sister, my parents etc.) in relation to family members Describing a family	La Maison Tudor (The Tudors) Key facts of Tudor history (examining verbs, adjectives and nouns) Henry VIII and his six wives Tudor storyboard	Au Café (At The Cafe) Vocabulary for a range of drinks and food Ordering something to eat and drink in a French café 'What do you eat for breakfast?'	En Classe (In The Classroom) Vocabulary for first 6 classroom objects & article. Vocabulary for next 5 classroom objects & article. Use of 'j'ai' (I have) and 'je n'ai pas de' (I do not have)	As-Tu Un Animal? (Do You Have A Pet?) Nouns and article for eight common pets. Phrase "J'ai" (I have...) plus the connective "et" (and) "qui s'appelle" (that is called). and the NEGATIVE "Je n'ai pas de..." (I do not have...).