



## Gillespie Primary School Curriculum Overview - Year 4 2023-2024



	Autumn Term – Ancient Greece		Spring Term - Italy		Summer Term - The Romans in Britain	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b><u>Narrative</u></b> (4 weeks) Stories with historical settings/ancient Greek myths Focus text :<i>Theseus and the Minotaur retold by Hugh Lupton and Daniel Morden and illustrated by Carole Henaff</i></p> <p><b><u>Nonfiction reports/recounts</u></b> (2 weeks) Newspaper report: Focusing on recounting events around ‘The Battle of Marathon’</p> <p><b><u>Explanations</u></b> (2 weeks) How the ‘water cycle’ works (Science link)</p> <p><b><u>Plays</u></b> (2-3 weeks) – Link to Greek myths</p> <p><i><u>Diversity focus book</u></i> <i>Perfectly Normal : A big bright feelings book by Tom Percival</i></p>		<p><b><u>Narrative/Stories that raise issues:</u></b> (3 weeks) <i>The Iron Man by Ted Hughes</i> <i>Poem – ‘The coming of the Iron man’</i></p> <p><b><u>Nonfiction/ information texts</u></b> (4 weeks) Volcanoes All about Pompeii</p> <p><b><u>Poetry (1 week)</u></b> <i>‘Still I Rise’ written by Maya Angelou</i></p> <p><i><u>Diversity focus book</u></i> <i>Rosie Revere-Engineer by Andrea Beaty and David Roberts</i></p>		<p><b><u>Writing Through Art</u></b> (4 weeks FZ project)</p> <ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Writing in role</li> <li>• Speech</li> </ul> <p><b><u>Nonfiction/Explanations</u></b> (4 weeks) The founding of Rome Recounts</p> <p><b><u>Poetry (2 weeks)</u></b> Creating Images - inspired by Art</p> <p><i><u>Diversity focus book</u></i> <i>Julian is a Mermaid by Jessica Love</i></p>	
<b>Maths</b> <b>(White Rose v3.0)</b>	<p><b>Number:</b> Place value (4 weeks) <b>Number:</b> Addition and subtraction (3 weeks) <b>Measurement:</b> Area (1 week) <b>Number:</b> Multiplication and division A (3 weeks) Consolidation (1 week)</p>		<p><b>Number:</b> Multiplication and division B (3 weeks) <b>Measurement:</b> Length and perimeter (2 weeks) <b>Fractions</b> (4 weeks) <b>Decimals A</b> (3 weeks)</p>		<p><b>Decimals B</b> (2 weeks) <b>Measurement:</b> Money (2 weeks) <b>Measurement:</b> Time (2 weeks) Consolidation (1 week) <b>Geometry:</b> Shape (2 weeks) <b>Statistics</b> (1 week) <b>Geometry:</b> Position &amp; direction (2 weeks)</p>	
<b>Science</b>	<p><b>States of Matter</b> (solids, liquids and gases)</p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating.</li> <li>• recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• find patterns between the pitch of a sound</li> </ul>	<p><b>Animals including humans – skeletons and nutrition</b> I can describe the simple functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains,</li> </ul>	<p><b>Electricity</b> <b>Circuits and Conductors (link to DT)</b></p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> </ul>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• name a range of habitats and make comparisons between them</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	

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	<p>measure or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p>and features of the object that produced it.</p> <ul style="list-style-type: none"> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>identifying producers, predators and prey.</p>	<ul style="list-style-type: none"> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul>	
<b>Computing</b>	<p><b>Purple Mash</b></p> <ul style="list-style-type: none"> <li>- Coding</li> <li>- Internet safety (&amp; acceptable use policy)</li> </ul>	<p><b>Purple Mash</b></p> <ul style="list-style-type: none"> <li>- Spreadsheets</li> <li>- Internet safety</li> </ul>	<p><b>Purple Mash</b></p> <ul style="list-style-type: none"> <li>- Logo</li> <li>- Internet safety</li> </ul>	<p><b>Purple Mash</b></p> <ul style="list-style-type: none"> <li>- Animation</li> <li>- Internet safety</li> </ul>	<p><b>Purple Mash</b></p> <ul style="list-style-type: none"> <li>- Writing for different audiences</li> <li>- Internet safety</li> </ul>
<b>History</b>	<p><b>Ancient Greek achievements and their influence and impact on modern life</b></p> <ul style="list-style-type: none"> <li>Study Greek life and achievements and their influence on the western world</li> <li>Compare and contrast the changes in Ancient Greece over time (development of democracy and civilised states)</li> <li>Develop the appropriate use of historical terms e.g. ancient, modern, civilisation, citizens, archaeology, myths and legends</li> <li>Understanding why changes occurred during the period of the Ancient Greeks. Contrast life in Ancient Greece with life today.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Learn about the life and impact of Alexander the Great. Consider his global impact and crucial role in expanding the Greek empire.</li> <li>Gain an overview of the impact of Ancient Greece on our lives today.</li> <li>Consider how different historical sources (primary and secondary) help us to know about Ancient Greece.</li> </ul>				<p><b>The Roman empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British history (what Britain was like before/after the Romans came)</li> <li>Develop a chronologically secure knowledge of world history, establishing clear narratives within and across the Roman era.</li> <li>Learn about the Roman Empire and its impact/Romanisation of Britain.</li> </ul>



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<b>Geography</b>	<p><b>Geography: Linked to Ancient Greece.</b></p> <ul style="list-style-type: none"> <li>• Locational Knowledge: Locating Greece and its main cities on the map (Ancient Greece and Greece today)</li> <li>• Identifying main countries in Europe and link to their location to Greece.</li> <li>• Geographical skills: Exploring the climate of Greece and the effect this has on life there (mountains, volcanoes, the water cycle)</li> </ul>	<p><b>Geography - Comparing the UK and a European country – Italy</b></p> <p><b>Physical Geography</b> Volcanos, earthquakes, settlements, cities</p> <p><b>Locational Knowledge – European country: Italy</b> Major cities, The countries of Europe</p> <p><b>Human Geography</b> Economic activity and trade links</p> <p><b>Field work study</b></p> <ul style="list-style-type: none"> <li>• To learn why map symbols are used and to recognise the OS map symbols.</li> <li>• To understand 4 figure grid references.</li> <li>• To create a map of the local area.</li> <li>• To present data using graphs</li> </ul>	
<b>Art &amp; Design</b>	<p style="text-align: center;"><b>Pencil Drawing/Relief</b></p> <p>Explore mark making using different grades of pencil. Work on still life drawing focusing on shading &amp; tonal skills. Look at greek artworks and life depicted – pottery, sculptures and friezes – relief work</p> <p><b>Artist Study - <u>Grayson Perry</u></b> Look at how a contemporary artist has used vases in his work – compare and contrast with ancient greek vases</p> <p>Create own designs for vase entitled: 'Aspects of Life today' use pen ink and colour to depict own vase design</p>	<p style="text-align: center;"><b>Still Life</b></p> <p>Understanding &amp; creating Still life compositions &amp; building on drawing skills from the autumn term in application/context</p> <p>Artist Study <u>Holly Coullis</u> Exploring bold use of colour &amp; limited bold lines/outlines</p> <p>Focus on Still Life – bold shape, colour and design. Materials: graded pencils/oil pastels/ blending/ layering/ overlapping</p>	<p style="text-align: center;"><b>Writing Through Art Pottery &amp; Mosaics</b></p> <p><b>WTA</b> = Project based work across local schools - linked to writing unit. Exploring: Reflections, Aerial perspective, collages &amp; mood in paintings from selected paintings at Kenwood House (TBC summer)</p> <p><b>Pottery and mosaics</b> Roman theme - Roman character depiction in mosaic tiles – plan/paper mosaic &amp; tile mosaic final piece</p>
<b>Design Technology</b>			<p><b>Electrical systems: Simple circuits and switches</b> Design, make and evaluate an alarm system for a specific purpose and for someone</p>



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				(link to science & PSHE keeping safe)		international food evening
<b>Personal, Social and Health Education</b>	<p><b>Identity, society and equality: Democracy</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>• about Britain as a democratic society</li> <li>• about how laws are made</li> <li>• learn about the local council and how politics/Government works</li> </ul>	<p><b>Drug, alcohol and tobacco education:</b> Making choices Pupils learn:</p> <ul style="list-style-type: none"> <li>• that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>• about the effects and risks of drinking alcohol</li> <li>• about different patterns of behaviour that are related to drug use</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Physical health and wellbeing: What is important to me?</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>• why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>• about other factors that contribute to peoples food choices (such as ethical farming, fair trade and seasonality)</li> <li>• about the importance of getting enough sleep</li> </ul> <p><b>Cooking</b> - prepare &amp; make scrambled eggs (link to ethical egg farming unit of PSHE)</p>	<p><b>Keeping safe and managing risk: Playing safe</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>• how to be safe in their computer gaming habits</li> <li>• about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>• about what to do in an emergency and basic emergency first aid procedures</li> </ul>	<p><b>Sex &amp; Relationship Education (SRE): Growing up and changing</b> Pupils learn:</p> <ul style="list-style-type: none"> <li>• about the way we grow and change throughout the human lifecycle</li> <li>• about the physical changes associated with puberty</li> <li>• about menstruation and wet dreams</li> <li>• about the impact of puberty in physical hygiene and strategies for managing this</li> <li>• how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>• strategies to deal with feelings in the context of relationships</li> <li>• to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul> <p><b>Cooking</b> – prepare &amp; make a vegetable pasta bake (healthy eating and preparing a meal from scratch)</p>	
	<p><b>My Happymind</b> 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><b>My Happymind</b> 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>	<p><b>My Happymind</b> Gratitude</p> <p>Teaching children the importance of gratitude and what happens in our brain when we give and receive gratitude.</p>	<p><b>My Happymind</b> Relate</p> <p>Teaching children the importance of being able to relate or get along with others in order to have positive relationships.</p>	<p><b>My Happymind</b> Summer 1- Engage</p> <p>Bringing together everything the children have learnt throughout the My Happymind 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</p>	



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					made and knowledge they've acquired to be the best self they can be to themselves and to others.
<b>Growth Mindset</b>	<p><b>From failure to success</b></p> <ul style="list-style-type: none"> <li>-Identify and value how failure is an important part of the learning process and Begin to define the term successful</li> <li>-Understand the brain and how it works</li> <li>-Explore strategies for perseverance</li> <li>-Consider characteristics of effective learning</li> <li>-Importance of the impact of language used on learning</li> </ul>	Reinforce and consolidate learning in autumn term throughout year 4			
<b>Physical Education</b>	<p><b>Tennis</b></p> <p>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</p>	<p><b>Gymnastics with Calypso gymnastics</b></p> <p>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</p>	<p><b>Cricket</b></p> <p>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</p>	<p><b>Athletics</b></p> <p>Running, jumping, throwing for accuracy and distance. Measuring, keeping and beating own scores.</p>	
		<p><b>Dodgeball</b></p> <p>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</p>	<p><b>Netball</b></p> <p>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 forward</p>	<p><b>Yoga</b></p> <p>mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body</p>	<p><b>Dance</b></p> <p>Increase complexity of basic actions. Compose dances with clear start middle and end. Partner work, share and develop ideas</p>
<b>Music</b>	<p><b>Introduction to Strings</b></p> <p>Listen and Appraise: begin to recognise the basic style indicators of an ABBA song/ 70s Pop song. KS2 C, E and F</p> <ul style="list-style-type: none"> <li>-Using the body and body percussion to find the pulse. KS2 A</li> <li>-Comparing songs with similar stylistic influences. KS2 C</li> </ul>	<p><b>Continuing Vamoosh Book 1: Violin, Viola and Cello</b></p> <p>Listening and appraising a Beatles song KS2 C and F</p> <ul style="list-style-type: none"> <li>-Singing a song as a class KS2 A</li> <li>-Playing instrumental parts in a song KS2 A</li> <li>-Call and Response within a song</li> </ul>		<p><b>Finishing Vamoosh Book 1: Violin, Viola and Cello</b></p> <p>listening and appraising a 'Gospel' song KS2 C and F</p> <ul style="list-style-type: none"> <li>-Singing a song as a class. KS2 A</li> <li>-Playing instrumental parts in a song. KS2 A</li> <li>-Call and Response within a song KS2 B and C</li> </ul>	



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	-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.		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	-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		
		<b>Autumn 2 – Christmas show focus</b>	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,
<b>Religious Education</b>	<b>Why is Jesus inspiring to some people?</b> (Believing Strand)		<b>Why do some people think life is like a journey, and what significant experiences mark this?</b> (Expressing Strand)		<b>What can we learn from religions about deciding what is right or wrong?</b> (Living strand)	
<b>Modern Foreign Language (MFL)</b> <b>(French)</b>	<b>Je Me Présente (Presenting Myself)</b> 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	<b>En Famille (The Family)</b> 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	<b>La Maison Tudor (The Tudors)</b> Key facts of Tudor history (examining verbs, adjectives and nouns) Henry VIII and his six wives Tudor storyboard	<b>Au Café (At The Cafe)</b> Vocabulary for a range of drinks and food Ordering something to eat and drink in a French café 'What do you eat for breakfast?'	<b>En Classe (In The Classroom)</b> 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)	<b>As-Tu Un Animal? (Do You Have A Pet?)</b> 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...).
<b>Visits/Visitors</b> <b>First hand experiences</b>	British Museum workshop (1 hour) <i>'How to find out about Greek life'</i> - Focusing on enquiry skills. Children will study the paintings on pots, handle replica Greek		Natural History Museum – <i>Emergency! Earthquakes &amp; Volcanoes</i> (show and gallery tour)  Gillespie Park – Orienteering map work in park (geography)		British Museum presentation (45 mins) and visit – How 'Roman' was Roman Britain? - Students learn how objects can help to explore aspects of change and continuity in	



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	<p>objects and learn how to use them to find out about different aspects of life in ancient Greece.</p> <p>Priest from St Thomas' Church to speak to Y4 about why some people (Christians) are inspired by Jesus (R.E)</p> <p>History off the Page 'A day in the Life of living in Ancient Greece'</p>		<p>the past in order to decide just how 'Roman' was Roman Britain.</p> <p>Kenwood House visit (FZ writing through art project)</p> <p>Gillespie Park - Pond Dipping (habitats/science)</p>
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