

Crumpsall Lane Y4 Curriculum Overview

ENGLISH			MATHS		
Reading	Writing	Grammar and Punctuation	Number and Calculation	Geometry and Measures	Fractions
<ul style="list-style-type: none"> - Secure decoding of unfamiliar words. - Read for a range of purposes. - Retell some stories orally. - Discuss words and phrases that capture the imagination. - Identify themes in stories. - Retrieve and record information from non-fiction texts. - Make inferences using clues from the text. - Make and justify predictions. - Recognise a variety of forms of poetry. 	<ul style="list-style-type: none"> - Correctly spell common homophones (rain, reign). - Organise writing into paragraphs. - Use simple organisational devices to help the reader (sub-headings, bullet points). - Read own work for spelling and punctuation errors. - Evaluate the success of own writing. - Read writing out loud to the class. 	<ul style="list-style-type: none"> - Use a wide range of connectives to link to clauses or two separate sentences (even though, while, although). - Use commas after adverbial openers (Just then, Under the table,). - Use direct speech and punctuate it correctly. - Secure the language of clauses (main clause, subordinate clause). 	<ul style="list-style-type: none"> - Know all tables to 12x12. - Secure place value to 1000. - Use negative whole numbers. - Round numbers to nearest 10, 100 or 1000. - Use Roman numerals to 100. - Column addition and subtraction up to four digits. - Multiply and divide mentally. - Use standard short multiplication. 	<ul style="list-style-type: none"> - Compare 2-d shapes including quadrilaterals and triangles. - Find area by counting squares. - Calculate rectangle perimeters. - Estimate and calculate measures. - Identify obtuse, acute and right angles. - Identify symmetry. - Use co-ordinates. - Translate shapes from one position to another. 	<ul style="list-style-type: none"> - Recognise tenths and hundredths. - Identify equivalent fractions. - Add and subtract fractions with common denominators. - Recognise common equivalents. - Round decimals to whole numbers. - Solve money problems.
			Data		
			<ul style="list-style-type: none"> - Use bar charts, pictograms and line graphs. 		
SCIENCE					
Living Things and Their Habitats <ul style="list-style-type: none"> - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name living things in their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers to living things. 	Animals, including Humans <ul style="list-style-type: none"> - 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. - Construct and interpret a variety of food chains, identifying producers, predators and prey. 	States of Matter <ul style="list-style-type: none"> - Compare and group solids, liquids and gases together. - Observe that some materials change state when they are heated or cooled and measure or research temperature at which this happens in degrees Celsius. - Identify the part played by evaporation and condensation in the water cycle. 	Electricity <p>Identify common appliances that run on electricity. Make simple circuits, identifying and naming its basic parts. Identify whether or not a lamp will light in a simple series circuit. Recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators.</p>	Sound <p>Identify how sounds are made, associating some of them with vibrations. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and 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 source increases.</p>	

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Computing						
Year	Unit	1	2	3	4	Resources
	Online Safety (DL)	Can I make judgments about the accuracy of information online? Lesson 1	Can I describe how people are encouraged to buy things online? Lesson 2	Can I explain the difference between facts, opinions and beliefs? Lesson 3	Can I identify when I might need to limit my technology time? Lesson 5	N/A
4	Programming 1 (CS) <i>Further Scratch</i>	Can I use decomposition to identify key features? Lesson 2	Can I describe what a variable is? Lesson 3	Can I explain how to make a variable in Scratch? Lesson 4	Retrieval session: Online safety – Assessment quiz	Use links rather than server
	Computing Systems and Networks (DL, IT, CS) <i>Collaborative Learning - Google</i>	Can I understand that software can be used to work online collaboratively? Lesson 1	Can I understand how to create effective presentations? Lesson 3	Can I understand how to create and share Google Forms? Lesson 4	Can I understand how to use a shared spreadsheet to explore data? Lesson 5	
	Data Handling (CS, DL, IT) <i>Investigating Weather (Link to Rainforests)</i>	Can I log data taken from online sources in a spreadsheet? Lesson 1	Can I design an automated machine to respond to sensor data? Lesson 3	Can I understand how weather forecasts are made? Lesson 4	Can I use tablets to present a weather forecast? Lesson 5	
	Programming (CS) <i>Computational Thinking</i>	Can I understand that computational thinking is made up of 4 key strands? Lesson 1	Can I understand what decomposition is and apply it to solve problems? Lesson 2	Can I understand abstraction and pattern recognition? Lesson 3	Can I understand how to create an algorithm? Lesson 4	
	Computing Enhancement Unit	Sphero Robotic Balls			Retrieval session: Further Scratch Lesson 5	

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Design & Technology						
Year	Unit	Research	Teach	Design	Make	Evaluate
4	Cooking & Nutrition <i>Create an afternoon tea cake</i>	Can I research a selection of different Victorian cakes? Can I analyse the benefits and downsides of various Victorian cakes?	Can I analyse different techniques used in cooking? E.g. slicing, mixing, spreading, baking.	Can I communicate with my group to choose a recipe and method? Can I tinker with the original recipe to make it unique to our group?	Can I collaborate with my group to create a Victorian Afternoon Cake?	Can I evaluate a finished product?
	Textiles <i>Create a fabric money container</i>	Can I research a range of money containers and examine their features?	Can I analyse how to sew using a range of different stitches?	Can I design a money container?	Can I create a money container using textiles?	Can I evaluate a finished product?

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Geography								
Year	Unit	1	2	3	4	5	6	7
4	UK Geography 1	Can I name and describe each type of settlement and explain their differences?	Can I name and locate the 4 capital cities of the United Kingdom and four more cities within the UK?	Can I understand why the city settlements of Manchester, Liverpool, Bristol and Newcastle are located where they are?	Can I describe tourism in Manchester, Liverpool, Bristol and Newcastle?			
	Rainforests	Can I locate the 4 rainforests in the world?	Can I identify the equator, tropics and northern/southern hemispheres on a map?	Can I identify a range of biomes?	Can I label and describe the layers of the rainforest?	Can I research what life is like for indigenous tribal people?	Can I describe how humans use the rainforest to make products and understand how this activity affects the rainforest?	Can I understand how economic activities affect the rainforest over time?
	UK Geography 2	Can I name and describe the rivers that run through particular cities of the UK?	Can I use symbols to show how land is used on a map of the local area?					
	On Tap	Can I describe and understand the key aspects of the water cycle?	Can I describe and understand the key aspects of the water cycle?	Can I write an explanation text about the water cycle? <i>Writing at length.</i>	Can I locate rivers and reservoirs in Manchester?	Can I identify the location of water resources in Manchester?	Can I compare water distribution for two places and evaluate the implications on human life?	

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History									
Year	Unit	1	2	3	4	5	6	7	8
4	Anglo-Saxons & Vikings <i>Were the Vikings wrong to invade England?</i>	Can I analyse objects from the past to find out more about life at that time?	Can I explain who the Anglo-Saxons were and where they came from?	Can I understand how past civilisations communicated in writing?	Can I compare houses from the past to houses now?	Can I research daily life in Anglo-Saxon times?	Can I analyse and evaluate evidence to form my own point of view?	Can I find out more about life as an Anglo-Saxon? FEAST!	
	The Victorians <i>Is it right to send children to work?</i>	Can I explain who the Victorians were using chronological understanding ?	Can I analyse sources find out what life was like for poor children in Victorian Britain?	Can I analyse sources find out what life was like for poor children in Victorian Britain?	Can I carry out a local history study about a Victorian workhouse?	Can I evaluate historical sources?	Can I analyse sources to find out what the Industrial Revolution was and how it affected lives in Victorian times?	Can I compare childhood in Victorian times to modern time?	

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Music							
Year	Unit	1	2	3	4	5	6
4	Playing Instruments	Can I play tunes in three four time (metre of three)?	Can I begin to recognize notes on the western musical staff?	Can I recognise and identify pitch shape?	Can I understand pitch through singing and playing a melody?	Can I read notations?	Can I play tunes (melodies) of an extended range with 5 different notes?
		7	8	9	10	11	12
		Can I read graphic notation for a pentatonic scale?	Can I use proper stick technique?	Can I identify the pitch notes of a pentatonic melody?	Can I compose a very simple melody using the notes of C pentatonic?		
	Beat and Performance	1	2	3	4	5	6
		Can I sing a taught song?	Can I sing a song and accompany it with tuned percussion ostinato?	Can I explore musical phrases? Can they perform a round in 2 or three parts?	Can I explore melodic imitation? Can they explore rounds?	Can I perform a three-part round?	Can I identify the metre in a piece of music?
		7	8	9	10	11	12
		Can I play and perform an ostinato?	Can I play to an ostinato accompaniment?	Can I layer rhythms?	Can I recognise rhythmic patterns in staff notation?	Can I perform rhythmic ostinati individually?	Can I perform rhythmic ostinati in groups?
	Structure and Composition	1	2	3	4	5	6
		Can I explore different accompaniment including beat and rhythm patterns and ostinato and drones?	Can I use a score to combine sounds to create musical textures?	Can I represent sounds with symbols?	Can I use voices expressively and creatively?	Can I create a symbol score?	Can I perform from a symbol score?

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Modern Foreign Languages: French						
Year	Unit	1	2	3	4	5
4	Welcome to School	Can I ask and answer questions about myself?	Can I recall numbers 1-10?	Can I say and read numbers 0-20?	Can I recall days of the week and months of the year?	Can I say and write the names of the rooms in my school?
		6	7	8	9	10
		Can I say and write nouns for classroom items?	Can I say different weather statements in French?	Can I describe the weather in different seasons of the year?	Can I say simple phrases to give the weather forecast?	Can I demonstrate my learning so far?
	Jungle Animals	1	2	3	4	5
		Can I understand and name jungle animals in French?	Can I understand a story and adjectives to describe jungle animals in French?	Can I write a sentence using a noun, verb and adjectives to describe animals?	Can I write my own jungle explorers' story?	Can I create a jungle animal calligram in French?
		6	7			
	Can I create a jungle animal calligram in French?	Can I demonstrate my learning so far?				
	All About Me	1	2	3	4	5
		Can I say the names of family members?	Can I identify family members from clues given?	Can I understand and say some parts of the face?	Can I understand simple sentences using numbers and parts of the face?	Can I say the names of some parts of my face and body?
		6	7	8	9	10
Can I respond to face and body part commands?	Can I join in and create a yoga sequence in French?	Can I name the plural of face and body part nouns?	Can I create an alien and write a simple description?	Can I demonstrate my learning so far?		

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Religious Education (RE)							
Year	Unit	1 Engagement	2 Investigation	3 Investigation	4 Investigation	5 Evaluation	6 Optional
4	Hinduism: Diwali	Can I say what it feels like to belong to something?	Can I explain why Hindus celebrate Diwali? (The story of Rama and Sita)	Can I find out about how Hindus celebrate Diwali? (Worship at home)	Can I understand how celebrating Diwali brings a strong sense of belonging?	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Can I design a class log or badge to show I belong?
	Christianity: Christmas	Can I use symbols to create new road signs?	Can I identify symbols in the Christmas story?	Can I explain what symbols in the Christmas story mean to Christians?	Can I talk about the symbols of the Christingle?	What is the most significant part of the Nativity story for Christians today?	Can I design my own Christingle?
	Sikhism: Sharing and Community	Can I tell the difference between sharing and not sharing?	Can I retell a Sikh story about sharing?	Can I talk about sharing at the Vaisakhi Festival?	Can I explore other ways in which Sikhs share?	How important is sharing to Sikhs?	Can I say how I can share in my life?
	Christianity: Easter: Forgiveness	Can I discuss if forgiveness is possible?	Can I explore a story of forgiveness from the Bible?	Can I describe what a Christian might learn about forgiveness from a Biblical text?	Can a Christian always forgive?	Is forgiveness always possible?	Can I share what forgiveness means to me through art?
	Islam: Beliefs and Practices	Can I identify what it means to make a commitment?	Can I describe how Muslims show commitment to God through salat (prayer)?	Can I describe how Muslims show commitment to God through zakah (giving to charity)?	Can I describe how Muslims show commitment to God through sawm and hajj (fasting and pilgrimage)?	What is the best way for a Muslim to show commitment to God?	Can I identify how I will show commitment?
	Christianity: Prayer and Worship	Can I describe the emotions associated with a special place?	Can I describe or name two special events that take place in a church?	Can I describe how Christians worship in different ways?	Can I use the bible to talk about the importance of church to Christians?	Do people need to go to church to show they are Christians?	Can I design a special place of worship for Christians?

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PSHE				
Year	Unit	1	2	3
4	Mental and Emotional Health	What is resilience?	What does it mean to have responsibility over my choices and actions?	What is discrimination?
	Living in the Wider World	RIGHTS & RESPONSIBILITIES What are the rights of the child?	MONEY How do we look after our money?	ENVIRONMENT What is sustainability?
	Healthy Lifestyles	How do I make sure I sleep well?	What is fuel for the body?	How do I know if I'm physically ill?
	Keeping Safe	How do I manage risks in my own life?	What is self-control?	What is the difference between legal and illegal drugs? Are all drugs harmful?
	Relationship and Sex Education (RSE)	What is diversity?	Do boys and girls have different roles?	What changes happen to my body?
	Additional linked to specific local context	What is racism? Everyone can be a road safety hero Kids who Vape assembly pack (FYI Investigates, Sky Kids)		

Physical Education (PE)							
4		1	2	3	4	5	6
	Dance/ Gym	Dance Vikings	Gymnastics	Pilates	Gymnastics	Swimming	Swimming
	Games	Football	Hockey	Dodgeball	Cricket	Athletics	OAA

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Art & Design							
Year	Unit	1	2	3	4	5	6
4	Drawing and Painting <i>Rainforests</i>	Can I learn about Rousseau and experiment with the techniques he used?	Can I learn about Mee and experiment with the techniques she used?	Can I create a piece of rainforest art inspired by an artist we have studied? <i>(Margaret Mee and Henry Rousseau).</i>	Can I evaluate my artwork and the artwork of others?		
	Drawing and Printing <i>William Morris: The Victorians</i>	Can I study and draw William Morris designs?	Can I design a printing block inspired by William Morris?	Can I create and print using our Printing Block?	Can I evaluate my artwork and the artwork of others?		
Year	Unit	Compare	Gather ideas	Develop techniques	Experiment	Plan	Create
4	Painting <i>Landscape</i>	Can I compare the work of artists? <i>Claude Monet Rosa Bonheur</i>	Can I gather ideas to inspire my artwork? <i>Heaton Park Trip</i>	Can I develop techniques to use in my artwork? <i>Brush strokes (dotting using cotton buds, flat wash, hatching, cross hatching, dabs)</i>	Can I experiment with artistic techniques? <i>Use different paint brush strokes (dotted, scratching or (dotting using cotton buds, flat wash, hatching, cross hatching, dabs)to create realistic/impressionist art.</i>	Can I plan my final piece of artwork using what I have learned to inspire my choices?	Can I create my final piece, using my plan to guide me? <i>A landscape painting, focusing on plant life, trees, setting and scenery in an impressionist or realist style. Must use watercolours.</i>
		Can I evaluate my artwork and the artwork of others?					