



The Best That You Can Be...

Devonshire Primary Academy

Year 4 Curriculum 2019-2020



| Autumn 1 | Spring 1 | Summer 1 |
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| Burps, Bottoms and Bile | Traders and Raiders | I am Warrior |
| <u>Skills</u> | <u>Skills</u> | <u>Skills</u> |
| <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>consider the range of beliefs, values and lifestyles that exist in society discuss how people make decisions about how to live their lives</p> <p>reflect on their own personal sources of wisdom and authority</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them: Suggest relevant questions and know that they can be answered in a variety of ways, including using secondary sources such as ICT. Answer questions using straight forward scientific evidence.</p> <p>Set up simple practical enquiries, comparative and fair tests: Make decisions about different enquiries, including recognising when a fair test is necessary and begin to identify variables.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers: Make systematic and careful observations.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes: Identify similarities/ differences/ changes when talking about scientific processes. Use and begin to create simple keys.</p> <p>Identify, with help, changes, patterns, similarities and differences in data to help form conclusions. Use scientific evidence to support their findings.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings: Use recorded data to make predictions, pose new questions and</p> | <p>Describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>use a wider variety of stitches - experimenting with creating mood, feeling, movement- - compare different fabrics</p> <p>use sketchbook for recording a range of textures/patterns - interpret environmental and manmade patterns - modify and adapt print</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic Civilisations, including a study of Baghdad c. AD900; Mayan civilisation c. AD 900; Benin (west Africa) c. AD 900-1300.</p> <p>Specifically looking at Vikings and the battle of Hastings.</p> <p>describe what a believer might learn from a religious teaching/story make links between ideas about morality and sources of authority</p> <p>describe the impact religion has on believers' lives explain the deeper meaning and symbolism for specific religious practices</p> <p>I can describe strategies for safe and fun experiences in a range of online social environments. I can identify some online technologies where bullying might take place. I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, four-figure grid references (maths co-ordinates), symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>plan and develop ideas - discuss own work and work of other sculptors (compare) - analyse and interpret natural and manmade forms of construction</p> <p>Learn about the Vikings and the Anglo Saxons struggle for the kingdom of England to the time of Edward the Confessor</p> <p>Learn about British settlements by Anglo Saxons and Scots.</p> |

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| <p>suggest improvements for further enquiries.</p> <p>Know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</p> <p>Recognise that bacteria and viruses can affect health and that following simple, safe routines can reduce spread.</p> <p>Talk and write about their opinions and explain their views, on issues that affect themselves and society.</p> <p>Think about the lives of people living in other places and times, and people with different values and customs.</p> <p>Learn about the range of jobs carried out by people that they know, and to understand how they can develop skills to make their own contribution to their future.</p> <p>I can explain how my online identity can be different to the identity I present in 'real life'.</p> <p>I can describe how others can find out information about me by looking online.</p> <p>I can explain how using technology can distract me from other things I might do or should be doing. I can explain what a strong password is. When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. I can give examples of how to be respectful to others online. I can explain ways that some of the information about me online could have been created, copied or shared by others.</p> | <p>I understand what criteria have to be met before something is a 'fact'.</p> <p>Year 4 - Tim Berners-Lee (creator of the internet)</p> | |
| <p><u>Cultural Capital</u></p> <p>Swimming (4ND)</p> | <p><u>Cultural Capital</u></p> <p>Swimming (4ND)</p> <p>Whole school delivery of basic first aid training during health week.</p> <p>Visit from the Red Cross.</p> <p>The children need to know that if there is an emergency and their</p> | <p><u>Cultural Capital</u></p> <p>Swimming (4JD)</p> <p>Go bird watching Find some frogspawn Go pond dipping Use a map and a compass</p> |

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| | <p>parent/ carer is unwell, they must get help:</p> <p>Phone 999 Tell the operator: - where you are - who is hurt - What has happened</p> <p>If someone is having an asthma attack: -send for help -Get the person to sit comfortably Encourage them to use their inhaler</p> <p>If someone is choking: -send someone for help -Hit the person firmly in the back up to 5 times - check their mouth -if the object does not come out, tell an adult and phone 999 Sun safety training.</p> | |
| <p style="text-align: center;"><u>Enrichment Week</u></p> <p>Science: 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. 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. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p style="text-align: center;"><u>Enrichment Week</u></p> <p>PSHE: Recognise that their actions affect themselves and others, to care about other people's feelings as to try to see things from others points of view.</p> <p>Recognise and challenge stereo types.</p> <p>Meet and talk with people who contribute to society.</p> | |
| <p style="text-align: center;"><u>Visits</u></p> <p style="text-align: center;">Visit to Blackpool Library. Cinema trip. Liverpool museum Visit from local author</p> | <p style="text-align: center;"><u>Visits</u></p> <p style="text-align: center;">Visit to Viking museum</p> | <p style="text-align: center;"><u>Visits</u></p> <p style="text-align: center;">Visit local park</p> |

| Autumn 2 | Spring 2 | Summer2 |
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| <p align="center">Potions</p> | <p align="center">Blue Abyss</p> | <p align="center">Road trip to USA</p> |
| <p align="center"><u>Skills</u></p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <ul style="list-style-type: none"> - explore environmental and manmade patterns - tessellation <p>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.</p> <p>Look after their money and realise that future wants and needs may be met through saving. Make real choices and decisions.</p> <p>Consider social and moral dilemmas that they come across in real life, encouraging respect and understanding between different races.</p> <p>I can identify times or situations when I might need to limit the amount of time I use technology. I can describe strategies for keeping my personal information private, depending on context. I can give some simple examples. I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> | <p align="center"><u>Skills</u></p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>identify and draw the effect of light</p> <ul style="list-style-type: none"> - scale and proportion - accurate drawings of whole people including proportion and placement - variety of scales - computer generated drawings - colour mixing and matching; tint, tone, shade - observe colours in detail - select own equipment suitable for the task - colour to reflect mood <p>Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables: Choose appropriate ways to record and present information, findings and conclusions for different audiences (e.g., displays, oral or written explanations). Take accurate measurements using standard units and a range of equipment, including thermometers and data loggers.</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can suggest strategies to help me limit this time. I can explain that some people I 'meet online' (e.g. through social media) may be computer I can explain that others online can pretend to be me or other people, including my friends.</p> | <p align="center"><u>Skills</u></p> <p>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</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Locate and name the main counties and cities in/around Lancashire.</p> <p>Using maps, locate the main countries of North and South America, identifying capital cities, identifying key physical and human characteristics.</p> <p>Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn.</p> <p>Understand geographical similarities and differences through comparing the human and physical geography of a region of the UK with a region within North or South America. Explore how the media present information.</p> <p>Participate in the schools decision making process.</p> |

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| <p style="text-align: center;"><u>Cultural Capital</u></p> <p style="text-align: center;">Swimming (4ND)</p> <p>19th- 25th November- Road Safety Week</p> <p>The children must be taught how to cross the road safely. They must:</p> <ul style="list-style-type: none"> ✓ Always use the Green Cross Code ✓ Wait at the kerb by the crossing so that drivers know they want to cross ✓ At a signal crossing, press the button and wait for the green man to light up and never walk out while the red man is showing, even if the cars have stopped or other people are crossing ✓ Always walk over the actual black and white stripes of a crossing - many accidents happen around crossings ✓ Never cross the road while using their mobile phone or while listening to music on headphones ✓ Stay alert at all times, remember cyclists and motorcyclists use the roads as well as drivers <p>Make perfume</p> | <p style="text-align: center;"><u>Cultural Capital</u></p> <p style="text-align: center;">Swimming (4JD)</p> | <p style="text-align: center;"><u>Cultural Capital</u></p> <p style="text-align: center;">Swimming (4JD)</p> |
| <p style="text-align: center;"><u>Enrichment Week</u></p> <p>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.</p> <p>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.</p> | | |

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.

Visits

Visit local shop (shopping for science materials)

Visits

Blackpool zoo

Visits

DT, Geography, Art, Science, History, PE, RE, PSHE, Computing, Music, E safety