

Children's learning is purposeful, empowering them to be ambitious for their future.

Heathmere Curriculum Overview 2020-2021

Year: 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Egyptians	Living things and their habitats	States of matter	Raise the alarm	The Romans	Contrasting localities & Sound
Core Texts	The story of Tutankhamun	The fox and the star	Pugs of the frozen north	The iron man	A Roman Story	The boy at the back of the class.
Big Question	What would you like your legacy to be?	Do our habitats define us?	Is all change permanent?	How does electricity keep the world buzzing?	What did the Romans do for us?	Would you rather live in Roehampton or Brighton?
Characteristics of Effective Learning	Critical thinking Creativity	Critical Thinking	Problem solving	Teamwork Creativity	Leadership (Boudica)	Adaptability
Enrichment opportunities	British museum	Wetland Centre Richmond Park https://www.bowdloftodes.com/how-to-take-part/	Sphere science		Portals from the past workshop	Brighton visit
Art and Design	I can plan my sculpture using drawings or other preparatory work. I can use different techniques e.g. marbling,	I can draw familiar objects with correct proportions I can start to use perspective in my collages		I can say how I would improve my work using technical terms and giving reasons		

	<p>silkscreen and relief printing.</p> <p>Tomb design and make - Orode</p>	<p>Design and create their own animals and habitat.</p>				
<p>Geography</p>	<p>I can show I know features nearby and beyond the UK</p> <p>Discussion about the Nile and it's flooding.</p>	<p>I can explore weather patterns around parts of the world</p> <p>Explore different habitats around the world and the weather patterns.</p>			<p>I can show where countries are within Europe, including Russia</p> <p>Where the Roman's invaded.</p>	<p>I can plan the steps for an enquiry</p> <p>I can recognise that people have differing quality of life living in different locations and environments</p> <p>I can explain how the locality is set within a wider geographical context</p> <p>I can show I know features nearby and beyond the UK</p> <p>I can describe human features of UK regions, cities and /or counties</p> <p>I can explain about key natural resources e.g. water in the locality</p>

						<p>I can explore weather patterns around parts of the world</p> <p>I can understand the effect of landscape features on the development of a locality</p> <p>I can show I know about the wider context of places - region, country</p> <p>I can understand why there are similarities and differences between places</p> <p>I can measure straight line distances using the right scale</p> <p>I can explore features on OS maps using 4 figure grid references</p> <p>I can draw accurate maps with more complex keys</p> <p>I can plan the steps for an enquiry</p>
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<p>Computing</p>	<p>I can select, use and combine internet services I can analyse information I can evaluate information</p> <p>Research -</p>					
<p>History</p>	<p>I can describe the achievements of the earliest civilizations and a deeper knowledge of the Ancient Egyptians.</p> <p>I can understand that sources can contradict each other</p> <p>I can explain what I have learned in an organised and structured way, using appropriate terminology</p> <p>I can use sources of information in ways that go beyond simple observations to answer questions about the past</p>				<p>I can describe the Roman Empire and its impact on Britain</p> <p>I can explain what I have learned in an organised and structured way, using appropriate terminology</p> <p>I can use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>I can use a variety of resources to find out about aspects of life in the past (historical enquiry)</p> <p>I can place some historical periods in a</p>	

	<p>I can use a variety of resources to find out about aspects of life in the past (historical enquiry)</p> <p>I can place some historical periods in a chronological framework</p> <p>I can use historic terms related to the period of study</p>				<p>chronological framework</p> <p>I can use historic terms related to the period of study</p>	
<p>Relationships Education</p>						
<p>RE</p>						
<p>Design and Technology</p>		<p>I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active</p> <p>I can understand seasonality and the advantages of eating seasonal and locally produced food</p> <p>Healthy foods</p>	<p>I can read and follow recipes which involve several processes, skills and techniques</p> <p>Baking a cake</p>	<p>I can understand and use electrical systems in my products</p> <p>I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience</p> <p>I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them</p>		

				<p>I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user</p> <p>I can create designs using exploded diagrams</p>		
Music	<p>I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Compare Egyptian music to today's music.</p>					
Science		<p>I can explain some parts of the digestive system in humans</p> <p>I can describe and explain a variety of food chains, naming producers, predators and prey</p> <p>I can explain the different types of</p>	<p>I can group materials together, according to whether they are solids, liquids or gases including tricky ones like gels, foams, mists and pastes</p> <p>I can demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at</p>	<p>I can talk about common appliances that run on electricity</p> <p>I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers</p> <p>I can predict if a lamp will light or not in a simple series circuit,</p>		

		<p>teeth in humans and what they do</p> <p>I can show that living things can be grouped together in various ways</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things</p> <p>I can explain that environments can change and that this sometimes means that living things are put in danger</p>	<p>which this happens in degrees Celsius (°C)</p> <p>I can correctly talk about the part played by evaporation and condensation in the water cycle and can show a link between the rate of evaporation and temperature</p>	<p>based on whether or not the lamp is part of a complete loop with a battery</p> <p>I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors</p>		
MFL						
Statistics	<p>I can interpret and present discrete and continuous data using appropriate graphical methods, including bar</p>					<p>I can solve comparison, sum and difference problems using information presented in bar charts, pictograms,</p>

	charts and time graphs Represent the flood data in different ways.					tables and other graphs. Compare traffic numbers between London and Brighton.
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