


Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

Year Group: Year Four						
	AUTUMN		SPRING		SUMMER	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TOPIC	Where in the world...  Climate change?	What have the Romans done for us?  Roman Britain And Electricity	Surviving the unexpected.  Natural Disasters (Geog)	Burps, bottoms and bile.  Evolution ?	Double, double, toil and trouble.  Materials and Changing State	GAF/ Cats the Musical
SUBJECTS						
Weeks	6 weeks 4 days	7 weeks	5 weeks 4 days	6 weeks	5 weeks 4 days	7 weeks 2 days
English <div> ICT APP: Book Creator Keynote Word </div>	How to train your dragon By Cressida Cowell	Iliona's Diary by Richard Platt Escape from Pompeii By Christina Balit https://www.youtube.com/watch?v=dY_3ggKgoBc	Survivors By David Long Kerry Hyndman Real- Life Mysteries... Can you explain the unexplained? By Susan Marineau & Vicky Barker	Demon Dentist By David Walliams	The BFG By Roald Dahl Focus on making the potions for dream. https://www.youtube.com/watch?v=JPJEqXUoLDs Instructions – how to make a dream jar https://www.youtube.com/watch?v=ZiZjKA7mE48 https://www.youtube.com/watch?v=52xhSTjBea0	GAF. Cats the Musical.
Maths <div> ICT APP: Numbers </div>	Week 1-4: Number & Place Value Week 5-6: Addition & Subtraction	Week 7: Addition and subtraction Week 8-9: Measurement- Length & perimeter Week 10-12 Multiplication and division	Week 1-3: Multiplication & Division Week 4: Measurement-area Week 5-8: Fractions	Week 9-11: Decimals Week 12: Consolidation	Week 1-2: Decimals Week 3-4: Measurement- money Week 5-6: Measurement- Time Week 7: Statistics	Week 8-10: Properties of shape Week 11: Position and direction Week 12: Consolidation

Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

<p>Science</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p><u>ICT APP:</u></p> <p>Book Creator</p> <p>Popplet – mind map and time lines</p> </div>	<p>All Living things Sc4/2.1a recognise that living things can be grouped in a variety of ways</p> <p>Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Electricity Sc4/4.2a identify common appliances that run on electricity</p> <p>Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Sc4/4.2c 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</p> <p>Sc4/4.2d recognise 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>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Sound Sc4/4.1 Sound Sc4/4.1a identify how sounds are made, associating some of them with something vibrating</p> <p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear</p> <p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Animals including humans Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p> <p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p> <p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>States of matter Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b 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)</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Assessment and Review Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>
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Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

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<p>Computing</p> <div> <p>ICT APP:</p> <p>Introduce:</p> <p>Book Creator</p> <p>Popplet</p> <p>Keynote</p> </div>	<p>Use digital imagery – download and manipulate for a purpose</p> <p>Task – Geography link Plot names of countries on a downloaded image of a map of the world?</p> <p>https://play.typeracer.com typing practice</p>	<p>Keyboard skills and use of software- Roman Report Select use and combine a variety of software on a range of digital devices.</p> <p>https://play.typeracer.com typing practice</p>	<p>Keyboard skills: maintain and extend – establish competency, headers and footers</p> <p>Task – Diary entry – linked to English text – Survivors.</p> <p>https://play.typeracer.com typing practice</p>	<p>Digital imagery and keyboard skills- Fact file for looking after your teeth.</p> <p>Co2/1.6 Select, use and combine a variety of software (including internet services) on a range of programs, systems and content that accomplish given goals. Use imagery and information gathered from multiple services such as the web, and the opportunities they offer for communication and collaboration. https://play.typeracer.com typing practice</p>	<p>Extend use of document software</p> <p>Advanced to include manipulation of pages for presentation and use of pre-designed templates etc.</p> <p>Task - Making labels: Thinking about the potions they are going to make – design a label, Working in Word / Publisher. Focus on changing font colour etc. BFG link</p> <p>https://play.typeracer.com typing practice</p>	<p>GAF Posters and leaflets. Co2/1.6 Select, use and combine a variety of software (including internet services) on a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>https://play.typeracer.com typing practice</p>
History/ Geography	Geography Focus: Location Knowledge	History Focus: -Romans Empire -	Geography Focus: -Fieldwork- *understand and use a widening range of	History Focus: -Impact on Britain and the Celts-	Geography Focus: Human and Physical Geography	Geography Focus: -Place Knowledge- *know about the wider context of

Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

<p>(Google Earth)</p> <div data-bbox="100 496 347 719"> <p>ICT APP:</p> <p>Book Creator</p> <p>Popplet – mind map and time lines</p> </div>	<p>*recognise the different shapes of the continents</p> <p>*demonstrate knowledge of features about places around him/her and beyond the UK</p> <p>*identify where countries are within Europe, including Russia</p> <p>*recognise that people have differing qualities of life living in different locations and environments</p> <p>*know how the locality is set within a wider geographical context</p>	<p>*History of Rome, how it came about.</p> <p>Soliders, Examples (non-statutory) This could include:</p> <p>*Julius Caesar's attempted invasion in 55-54 BC</p> <p>*the Roman Empire by AD 42 and the power of its army</p> <p>*successful invasion by Claudius and conquest, including Hadrian's Wall</p>	<p>geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p>*measure straight line distances using the appropriate scale</p> <p>*explore features on OS maps using 6 figure grid references</p> <p>*draw accurate maps with more complex keys</p> <p>*plan the steps and strategies for an enquiry</p>	<p>*British resistance, for example, Boudica</p> <p>*'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>*Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p>	<p>*describe human features of the UK regions, cities and/or counties</p> <p>*understand the effect of landscape features on the development of a locality</p> <p>*describe how people have been affected by changes in the environment</p> <p>*explain about natural resources e.g. water in the locality</p> <p>*explore weather patterns around parts of the world</p>	<p>places – region, country</p> <p>*understand why there are similarities and differences between places</p>
<p>Art/DT</p> <div data-bbox="100 967 347 1190"> <p>ICT APP:</p> <p>Digital Art</p> <p>Pic Collage</p> <p>Art Set</p> </div>	<p>Art Focus:</p> <p>Observational Drawing: Skills – Line, tone and shade... using different writing mediums. Designing for effect. Task: Design and draw your own dragon.</p> <p>Colour mixing – water colours</p> <p>Mixing and blending</p> <p>Water wash – bleeding</p> <p>Task: Background for Dragon picture.</p>	<p>DT: Food tech Unit</p> <p>Design / make pizza? Use for Roman day.</p> <p>Survey different pizzas, evaluate, data collection – which is best – Design, draw and make and eat pizzas.</p>	<p>3D shape and form modelling –</p> <p><i>Papier mache</i> effective design</p> <p>Task: Make Volcanoes</p> <p>To improve their mastery of design techniques, including drawing, painting, and sculpture with a range of materials.</p>	<p>DT – Sewing – Binca</p> <p>Design on graph paper – then create Roman Cross stitch design.</p> <p>To explore the different sewing, weaving and other different textile techniques using a variety of materials.</p>	<p>3D shape & form modelling: Mod Roc.</p> <p>Task: Making potion bottles</p> <p>Wax Crayon Melts – Link to Science – Changing states of matter.</p>	<p>Observational drawing: 'Austins Butterfly'.</p> <p>To improve their mastery of design techniques, including drawing, painting, and sculpture with a range of materials.</p>

Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

RE ICT APP: Book Creator Pic Collage	Autumn Ganesh Chaturthi and prayer (Hinduism)		Spring Holy Week and Easter (Christianity)		Summer Vaisakhi (Sikhism)	
	PE (outdoor)	Games: Hockey Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games.	Games: Tag Rugby Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games.	Games: Tag Rugby Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games.	Outdoor Adventurous: Orienteering Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Football: Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to

Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

	Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.		support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.
PE (indoor)	MultiSkills: Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together.	Gym: Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences.	Dance: Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group.	Invasion – Netball Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together.	Net & Field – Tennis / Badminton Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together.	Athletics: Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component.

Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

<div>PSHE</div> <div><div>now press play</div><div>Feelings? On-Line Safety Anti-Bullying</div></div>	<p>e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.</p>	<p>e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>	<p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
	<p>Health and Wellbeing:</p> <ul style="list-style-type: none">• what positively and negatively affects their physical and mental health• how to make informed choices about a balanced lifestyle and diet(including	<p>Relationships:</p> <ul style="list-style-type: none">• to recognise and respond appropriately to the feelings of others• to recognise what constitutes a positive, relationship and develop the skills maintain positive relationships	<p>Living in the Real world:</p> <ul style="list-style-type: none">• to discuss and debate topical issues, problems and events that are of concern to them• why and how rules and laws that protect them and others are made and enforced,			


Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

	<p>recognising that choices can have positive, neutral and negative consequences)</p> <ul style="list-style-type: none"> to develop the skills to make their own choices about food, and the benefits of eating a balanced diet to recognise how images in the media (and online) do not always reflect reality to celebrate their achievements, identify their strengths and areas for improvement, set goals to strengthen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain the intensity of their feelings to others to understand that they may experience conflicting emotions and why this might be about change, including transitions - separation, loss and divorce to differentiate between the terms, 'risk', 'danger' and 'hazard' to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) to recognise how their increasing independence brings increased responsibility to keep themselves and others safe that bacteria and viruses can affect health and that following simple routines can reduce their spread how pressure to behave in unacceptable, or risky ways can come from a variety of sources, including people they know and the media 	<ul style="list-style-type: none"> to recognise ways in which a relationship could be unhealthy and whom to talk to if they need support to recognise different types of relationship, to know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together that marriage is a commitment freely entered into by both people, that their actions affect themselves and others to judge what kind of physical contact is acceptable or unacceptable the concept of 'keeping something secret', when they should or should not agree to this and when it is right to 'share a secret' to listen and respond respectfully to a wide range of people to recognise and care about other people's feelings and to try to see, respect to work collaboratively towards shared goals. Identify and practise skills that make team work effective. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity and disability (see 'protected characteristics' in the Equality Act 2010) to realise the nature and consequences of teasing, bullying and aggressive behaviours to recognise and manage 'dares' 	<p>why different rules are needed in different situations</p> <ul style="list-style-type: none"> to understand that there are basic human rights shared by all peoples and all societies that these universal rights are there to protect everyone to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to resolve differences by looking at alternatives, seeing and respecting others' points of view what being part of a community means, to recognise the role of voluntary and community groups, especially in relation to health and wellbeing to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom to consider the lives of people with different values and customs about the role money plays in their own and others' lives, including how to manage their money to develop an initial understanding of the concepts of 'interest', 'loan' and 'debt' that resources can be allocated in different ways and that these economic choices affect us in different ways what is meant by enterprise and begin to develop enterprise skills to explore how the media present information
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Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

	<ul style="list-style-type: none"> • to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong • school rules about health and safety, basic emergency aid procedures, where and how to get help • what is meant by the term 'habit' • which and why commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; • how their body will change as they approach and move through puberty • about human reproduction • about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; • strategies for keeping physically and emotionally safe including road safety (including cycle safety- the <u>Bikeability programme</u>), and safety in the environment (including rail, water and fire safety) • strategies for keeping safe online; the importance of protecting personal information • about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe • the responsible use of mobile phones: safe keeping (looking after it) and safe user 	<ul style="list-style-type: none"> • the terms associated with, sex, gender identity and sexual orientation • how to recognise bullying and abuse in all its forms • that two people who love and care for one another can be in a committed relationship • that forcing anyone to marry is a crime • to understand personal boundaries; to identify what they are willing to share with their most special people <p>we all have rights to privacy</p>	<ul style="list-style-type: none"> • to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others <p>-</p>
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Saxon Way Primary School – Curriculum Yearly Overview 2022-2023

	habits (time limits, use of passcode, turning it off at night etc.) what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned requests to share					
French 	Term 1 This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, they will learn about how epiphany is celebrated in France, understand songs, stories and video about birthdays and other celebrations.		Term 2 This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Matisse. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse).		Term 3 During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip' or 'Les quatre amis' - The four friends. They learn how to say 'J'ai un/une..qui s'appelle..' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> a (has), est (is), ont (have), sont (are).	
Music	Rhythms of the world and musical contrast: Sing in tune with awareness of others. To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians' use of technique to create effect.		ABC of opera and Asian music: Learn the origins of opera and explore famous operas. Learn about the history of Asian musica and composed melody.		Motif makers and Classical creatives: perform character motifs and compose their own. Explore the music of famous composers.	
Trips and Special Visitors		Roman Day: Mosaic tiles Dress up like a Roman Eat their DT food project Pizza Lullingstone Villa		Roman Trip: Chistlehurst caves.	Visitor: Science potions.	
School Value	Kindness	Responsibility	Excellence	Kindness	Responsibility	Excellence
	Relationship	Independence	Resilience	Relationship	Independence	Resilience
British Value	Integrity	Democracy	Mutual Respect	The Rule of Law	Individual Liberty	Tolerance / Mutual Respect