# Boughton Heath Academy Curriculum

# Year Group Overview 2023 – 24

# Year Four

*Here, children thrive...*

# English and Mathematics Curriculum Overviews

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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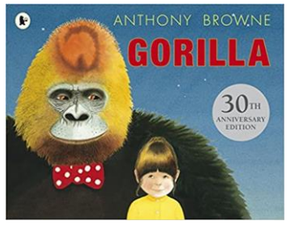
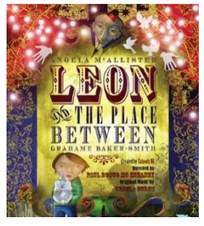
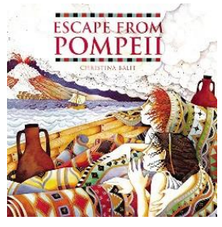
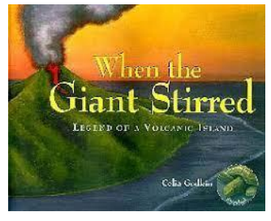
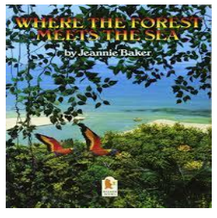
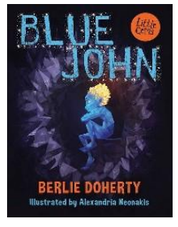
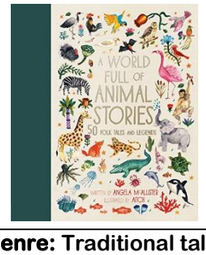
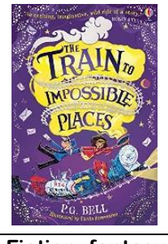
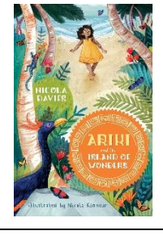
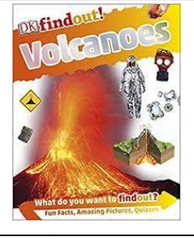
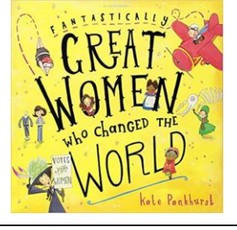
| Pathways to Write |  |  |  |  |  |  |
| | **Focus:** Fantasy story | **Focus:** Recounts, diary writing | **Focus:** Historical narratives | **Focus:** Adventure story | **Focus:** Non-chronological report | **Focus:** Explanation texts, writing in role |
| Pathways to Read |  |  |  |  |  | |
| | **Genre:** Traditional tales | **Genre:** Fiction, fantasy | Genre: Fiction, adventure | **Genre:** Information text | **Genre:** Recounts, biographies, information text | **Genre:** Information text |

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| Mathematics Curriculum | **Place Value- 4 digits<br>Addition and subtraction** | **Measurement- Perimeter<br>Multiplication and Division** | **Multiplication and Division<br>Measure- Area<br>Fractions** | **Fractions<br>Decimals** | **Decimals<br>Money<br>Time** | **Statistics<br>Geometry- Angles and 2-D shapes<br>Geometry-Position and Direction** |

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| Driver subject Knowledge Bases | **Geography**<br>Europe – including migration<br> | **History**<br>Ancient Greece<br> | **History**<br>The Roman Empire<br> | **Geography**<br>Volcanoes & Earthquakes<br> | **Geography**<br>Local study: Chester over time<br> | **History**<br>Local study: Deva<br> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Science** | **Group and classify living things**<br>1. Recognise that living things can be grouped in a variety of ways<br>2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment | **States of Matter**<br>1. Compare and group materials together, according to whether they are solids, liquids or gases.<br>2. 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)<br>3. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Sound**<br>1. Identify how sounds are made, associating some of them with something vibrating<br>2. Recognise that vibrations from sounds travel through a medium to the ear<br>3. Find patterns between the pitch of a sound and features of the object that produced it<br>4. Find patterns between the volume of a sound and the strength of the vibrations that produced it<br>5. Recognise that sounds get fainter as the distance from the sound source increases. | **The Digestive System**<br>1. Describe the simple functions of the basic parts of the digestive system in humans<br>2. Identify the different types of teeth in humans and their simple functions<br>3. Construct and interpret a variety of food chains, identifying producers, predators and prey. | **Habitats**<br>1. Recognise that living things can be grouped in a variety of ways<br>2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>3. Recognise that environments can change and that this can sometimes pose dangers to living things. | **Electricity**<br>1. Identify common appliances that run on electricity.<br>2. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.<br>3. 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.<br>4. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.<br>5. recognise some common conductors and insulators, and associate metals with being good conductors. |
| **Geography** | **Europe including migration**<br>1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.<br>5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.<br>6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.<br>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | | **Volcanoes & Earthquakes**<br>1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.<br>5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.<br>6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.<br>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **Local Study: Chester over time**<br>2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.<br>5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.<br>6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.<br>7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.<br>9. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | |

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| **History** | | **Ancient Greece – life, achievements, influence**<br>1. Continue to develop chronologically secure knowledge of history.<br>2. Establish clear narratives within and across periods studied.<br>3. Note connections, contrasts and trends over time.<br>4. Develop the appropriate use of historical terms.<br>5. Regularly address and sometimes devise historically valid questions.<br>6. Understand how knowledge of the past is constructed from a range of sources.<br>7. Construct informed responses by selecting and organising relevant historical information.<br>8. Understand that different versions of the past may exist, giving some reasons for this. | **The Roman Empire and its impact on Britain**<br>1. Continue to develop chronologically secure knowledge of history.<br>2. Establish clear narratives within and across periods studied.<br>3. Note connections, contrasts and trends over time.<br>4. Develop the appropriate use of historical terms.<br>5. Regularly address and sometimes devise historically valid questions.<br>6. Understand how knowledge of the past is constructed from a range of sources.<br>7. Construct informed responses by selecting and organising relevant historical information.<br>8. Understand that different versions of the past may exist, giving some reasons for this. | | | **Local History study: Deva**<br>1. Continue to develop chronologically secure knowledge of history.<br>2. Establish clear narratives within and across periods studied.<br>3. Note connections, contrasts and trends over time.<br>4. Develop the appropriate use of historical terms.<br>5. Regularly address and sometimes devise historically valid questions.<br>6. Understand how knowledge of the past is constructed from a range of sources.<br>7. Construct informed responses by selecting and organising relevant historical information.<br>8. Understand that different versions of the past may exist, giving some reasons for this. |
| **Art** | **Drawing – Amedeo Modigliani**<br>1. Create sketch books to record their observations and use them to review and revisit ideas<br>2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials<br>3. Learn about great artists, architects and designers in history. | | | **Colour & Textiles – Andy Warhol**<br>1. Create sketch books to record their observations and use them to review and revisit ideas<br>2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials<br>3. Learn about great artists, architects and designers in history. | **Paint: Monet**<br>1. Create sketch books to record their observations and use them to review and revisit ideas<br>2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials<br>3. Learn about great artists, architects and designers in history | . |
| **Design & Technology** | | **Shell Structures with CAD (Structures) Gift boxes**<br>1. 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<br>2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>3. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>4. 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<br>5. Investigate and analyse a range of existing products<br>6. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>7. Understand how key events and individuals in design and | **Simple switches and circuits – make a torch**<br>1. 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<br>2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>3. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>4. 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<br>5. Investigate and analyse a range of existing products<br>6. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>7. Understand how key events and individuals in design and | | | **Pneumatics (mechanisms) – Dumper truck**<br>1. Understand and apply the principles of a healthy and varied diet<br>2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br>3. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |

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| | | technology have helped shape the world<br>**8.** Understand and use mechanical systems in their products. | technology have helped shape the world<br>**8.** Understand and use mechanical systems in their products. | | | |

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| **Music** | ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression,<br>▪ Improvise and compose music for a range of purposes using the inter-related dimensions of music,<br>▪ Listen with attention to detail and recall sounds with increasing aural memory,<br>▪ Use and understand staff and other musical notations,<br>▪ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.<br>▪ Develop an understanding of the history of music. | | | | | |
| | Body and tuned percussion (Theme: Rainforests) | Rock and Roll | Changes in pitch, tempo and dynamics (Theme: Rivers) | Haiku, music and performance (Theme: Hanami festival) | Samba and carnival sounds and instruments (Theme: South America) | Adapting and transposing motifs (Theme: Romans) |
| **MFL** | **Describing: People**<br>• Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.<br>• Correctly identify a person from a description of their hair and eye colour.<br>• Place word cards in the correct order, with the adjectives following the noun.<br>• Give a spoken sentence to describe a friend.<br>• Write four sentences accurately with the correct adjectival agreement, helped by a support sheet. | **Getting dressed: Colour & clothes**<br>• Remember and pronounce some of the new words, recognising that some are masculine and take **un**, some feminine and take **une** and some plural and take **des**.<br>• Understand how to convert the indefinite article to a possessive adjective.<br>• Correctly identify items of clothing based on the written word.<br>• Say the words for items of clothing with accurate pronunciation.<br>• Put the colour adjective after the noun.<br>• Make an intelligible attempt to spell new words.<br>• Write accurately using a support and the correct form of the adjective in the correct position.<br>• Say a sentence using **J'aime** or **Je n'aime pas**.<br>• Use **il/elle** correctly and put the adjective in the correct position in relation to the noun.<br>• Put the right agreement on the adjective where relevant. | **Counting, numbers & dates**<br>• Say the numbers to 31 in French<br>• Read and calculate Maths sums correctly in Frenc<br>• Say all the days of the week, working out the words for yesterday and today.<br>• Match most of the French months to their English equivalents.<br>• Ask when someone's birthday is and give the number and month of their birthday.<br>• Say the seasons of the year.<br>• Translate the date from English to French.<br>• Say the similarities and differences between birthdays in the UK and France.<br>• Put a present wish-list into a sentence. | **Weather**<br>• Use a physical response to show their understanding of six to eight weather phrases.<br>• Repeat new phrases with accurate pronunciation.<br>• Say at least two sentences intelligibly to convey the weather in a given place.<br>• Point or move in the correct direction during a compass points game.<br>• Understand and say several directions and weather sentences.<br>• Place weather symbols in the correct locations on a map.<br>• Match at least three numerals and words correctly.<br>• Say the correct number for their temperature.<br>• Show an understanding of the water cycle and relevant cognates in both languages. | **Food & eating**<br>• Use a model text to support conversation.<br>• Complete mathematical calculations in French, writing answers in euros.<br>• Recognise shop names and label a triarama.<br>• Use a bilingual dictionary to translate given words.<br>• Spell French words accurately.<br>• Use a range of strategies to understand an unfamiliar text.<br>• Ask and respond to questions found in a café conversation. | **Songs: Eurovision**<br>• Answer questions based on a video of a French-speaker, getting at least half of them correct.<br>• Match a set of instrument words to the appropriate picture, getting the majority of them correct (allowing for any that they don't know in English).<br>• Say which instrument they play.<br>• Say what kind of music they like, using a whole sentence.<br>• Ask a question after listening to other pupils' attempts.<br>• Read and understand music genres in written form.<br>• Recall country names with accurate pronunciation.<br>• Use a full sentence to say 'J'habite en/au/aux …'<br>• Write information in French about a character from a different country.<br>• Use familiar language to write several phrases or short sentences.<br>• Perform a song from memory with accurate pronunciation. |
| **Religious Education** | **Judaism**<br>**1. What happens at a synagogue?**<br>**2.** What happens at Pesach?<br>**3.** What is Sukkot?<br>**4.** How do Jews remember the giving of the Torah? Shavuot<br>**5.** What rules for Jews are there to follow in the Torah?<br>**6.** What happens during the life journey of a Jew? | **Christianity**<br>1. Why do Christians think about Incarnation at Christmas?<br>2. How do different Bibles tell the story of the Nativity?<br>3. What is a Christingle?<br>4. Why is the incarnation an important concept in Christianity?<br>5. How do Christians around the world celebrate the incarnation?<br>6. How can we think more deeply about incarnation using Christmas carols?<br>7. How do Christians worship at Christmas? | **Christianity**<br>1. Why did teach about God through parables?<br>2. How was Jesus explaining about pride and humility through the Parable of the Tax Collector and the Pharisee?<br>3. What does the Parable of the Friend at Midnight teach a Christian about prayer?<br>4. How does the Parable of the Judge and the Widow explore the relationship between a Christian and God? | **Easter**<br>1. Which of the Christian Festivals is central to the teachings of Christianity?<br>2. What is sin?<br>3. What is servanthood and how is this shown through the Easter story and through the life of a Christian today?<br>4. What is the significance of the Stations of the Cross for those who are Catholic? | **Hinduism**<br>1. How do Hindus worship?<br>2. What would a Hindu parent want their child to know about God?<br>3. What is the meaning of Aum?<br>4. What does it mean to have one God in many forms? Is Hinduism monotheistic or polytheistic?<br>5. Why is a shrine important in a Hindu home?<br>6. What is Puja?<br>7. How do Hindus worship and celebrate at the festival of Holi? | **Humanism**<br>1. What do Humanists believe?<br>2. How does this compare to following a faith?<br>3. What do Humanists think about God?<br>4. What are Humanist views on happiness?<br>5. What are the special ways that Humanists celebrate in their lives? |

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| **Physical Education** | **Invasion games**<br>1. use running, jumping, throwing and catching in isolation and in combination<br>2. play competitive games, apply basic principles suitable for attacking and defending,<br>3. compare their performances with previous ones and demonstrate improvement to achieve their personal best.<br>4. take part in outdoor and adventurous activity challenges both individually and within a team<br>1. | **Athletics**<br>5. use running, jumping, throwing and catching in isolation and in combination<br>6. develop flexibility, strength, technique, control and balance<br>7. take part in outdoor and adventurous activity challenges both individually and within a team | **Gymnastics**<br>8. use running, jumping, throwing and catching in isolation and in combination<br>9. develop flexibility, strength, technique, control and balance<br>10. take part in outdoor and adventurous activity challenges both individually and within a team | **Net & wall games**<br>11. use running, jumping, throwing and catching in isolation and in combination<br>12. play competitive games, apply basic principles suitable for attacking and defending,<br>13. compare their performances with previous ones and demonstrate improvement to achieve their personal best.<br>14. take part in outdoor and adventurous activity challenges both individually and within a team<br>1. | **Dance**<br>15. develop flexibility, strength, technique, control and balance<br>16. perform dances using a range of movement patterns | **Net & wall games**<br>17. use running, jumping, throwing and catching in isolation and in combination<br>18. play competitive games, apply basic principles suitable for attacking and defending,<br>19. compare their performances with previous ones and demonstrate improvement to achieve their personal best.<br>20. take part in outdoor and adventurous activity challenges both individually and within a team |
| **Computing** | **Computing systems and networks: Collaborative learning**<br>4. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.<br>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Programming 1: Further coding with Scratch**<br>1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.<br>2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.<br>3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.<br>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Creating media: Website design**<br>5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.<br>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.<br>7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Music Making**<br>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Spreadsheets**<br>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Artificial Intelligence**<br>6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |
| | **Online Safety:**<br>1. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.<br>2. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | | | |
| **PSHCE & RSE** | **Being me in my world**<br>▪ Being part of a class team<br>▪ Being a school citizen<br>▪ Rights, responsibilities and democracy (school council)<br>▪ Rewards and consequences<br>▪ Group decision-making -having a voice<br>What motivates behaviour | **Celebrating differences**<br>▪ Challenging assumptions<br>▪ Judging by appearance<br>▪ Accepting self and others<br>▪ Understanding influences<br>▪ Understanding bullying<br>▪ Problem-solving Identifying how special and unique everyone is<br>▪ First impressions | **Dreams and Goals**<br>▪ Hopes and dreams<br>▪ Overcoming disappointment<br>▪ Creating new, realistic dreams<br>▪ Achieving goals<br>▪ Working in a group<br>▪ Celebrating contributions<br>• Resilience Positive attitudes | **Healthy Me**<br>▪ Healthier friendships Group dynamics<br>▪ Smoking<br>▪ Alcohol<br>▪ Assertiveness<br>▪ Peer pressure<br>▪ Celebrating inner strength | **Relationships**<br>▪ Jealousy<br>▪ Love and loss<br>▪ Memories of loved ones<br>▪ Getting on and Falling Out<br>▪ Girlfriends and boyfriends<br>▪ Showing appreciation to people and animals | **Changing Me**<br>▪ Being unique<br>▪ Having a baby<br>▪ Girls and puberty<br>▪ Confidence in change<br>▪ Accepting change<br>▪ Preparing for transition<br>▪ Environmental change |