

TOPIC OVERVIEW SHOWING OBJECTIVES TAKEN FROM THE NATIONAL CURRICULUM

Year Group: 4

Term: Autumn 2025

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
<u>Group and Classify Living Things</u> - 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. Working scientifically: - Talk about criteria for grouping, sorting and classifying - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - Asking relevant questions and using different types of scientific enquiries to answer them. - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <u>States of Matter</u> - Compare and group materials together, according to whether they are solids, liquids or gases. - 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). Working scientifically: - Talk about criteria for grouping, sorting and classifying - Identifying differences, similarities or changes related to simple scientific ideas - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	- Know and understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires - Understand the achievements of the earliest civilisations through an in-depth study of Ancient Egypt - Understand historical concepts and use them to make connections, contrasts, frame historically valid questions and create structured accounts. - Identify the ancient civilisations and key periods in ancient Egypt. Describe the physical features of Egypt. - Explain the Egyptian creation story. - Identify the characteristics of important gods or goddesses. Explain why the pyramids were built. - Identify the stages and challenges of building a pyramid. - Explain the links between ancient Egyptian beliefs and mummification. - Name sources that can be used to find out about ancient Egyptian beliefs. Explain some Egyptian beliefs about the afterlife.	- Name and locate (some of) the UK's most significant rivers and mountain environments - Describe features of a river and a mountain environment in the UK - Learn how rivers and mountains are formed - Understand where rivers and mountains fit into the water cycle - Describe and understand key aspects of physical geography, including rivers and the water cycle. - Describe and understand distribution of minerals and water.	- Identify and name some of the major festivals celebrated in Christianity, Islam, Judaism and Hinduism. - Explain the significance of these festivals to the religion they originate from. - Recognise the religious stories and traditions associated with each festival. - Identify and explain the symbolism used in these festivals. - Reflect on the importance of religious festivals in the lives of believers and explore the message they convey. - Demonstrate their learning creatively through a variety of activities.

ART	DESIGN AND TECHNOLOGY	MUSIC	ICT
- Recognise and discuss the importance of Ancient Egyptian art. - Consider the suitability of a surface for drawing. - Record colours, patterns and shapes through observational drawing. - Choose and use tools and materials confidently. - Begin to experiment with drawing techniques. - Create a selection of sketches that show idea exploration. - Produce a final design with a clear purpose. Follow instructions with minimal support. - Discuss and evaluate the process and outcome of their work. - Produce a complete painted or drawn piece from a design idea. - Use colours and materials appropriately, showing an understanding of effective composition. - Have a clear idea of the subject of their zine, including a range of images and information.	- Select from and use a wider range of tools and equipment to perform practical tasks (i.e cutting, shaping, joining and finishing accurately) - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to the functional properties and aesthetic quality - Use research and develop design criteria to inform the design of initiative, functional, appealing products that are fit to purpose aimed at particular individuals and/or group	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes - Listen with attention to detail and recall sounds	- Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - 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 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.
PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
PE	PSHE and Relationships Education		
- Use running, jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending - Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics - Compare their performances with previous ones and demonstrate improvement to achieve their personal best - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively such a front crawl, backstroke and breaststroke - Perform safe self-rescue in different water-based situations	Families and Relationships - Using respectful language to discuss different families. - Exploring physical and emotional boundaries in friendships. - Exploring how my actions and behaviour can affect other people. - Discussing how to help someone who has experienced a bereavement. Online Safety - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content'	Writing focus texts: Arthur and the Golden Ropy by Joe Todd-Stanton Non-Fiction Leaflets and Posters Fact Files Letters Diary entry Recount Fiction Poem Play Script Origin Story Graphic story	Timelines in history Scales on maps Scales on graphs Measuring equipment Measuring material

SUGGESTED ACTIVITIES LINKED TO THE NATIONAL CURRICULUM OBJECTIVES

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
Classify and group living things: - Go on a mini beast hunt - Identifying vertebrates and non-vertebrates - Creating a classification key - Apply a classification key States of matter - Sorting liquids, gasses and solids - Explore the water cycle - Observe changes when a state of matter changes - Measuring temperatures - Carry out a fair test	- Explore Egyptian artefacts (virtual tour of the British Museum) - Put Ancient Egyptian on a timeline and explore what came before and after - Understand what the ancient Egyptians believed in - Explore hieroglyphics - Re-enact mummification process creatively using a tomato	- Identify rivers - Locating a river on a map - Comparison of major rivers - Exploring how rivers are made - Understanding the impact that rivers have	- Explore stories related to different festivals and discuss the deeper meaning behind them - Understand the following festivals: Christmas, Easter, Eid-al-Fitr, Eid-al-Adha, Diwali and Rosh Hashanah - Identify the values in each of these festivals - Gain an understanding how these festivals are celebrated
ART	DESIGN AND TECHNOLOGY	MUSIC	ICT
- Investigate the style, pattern and characteristics of Ancient Egyptian art - Construct a new material using ancient techniques – making paper - Creating a scroll	- Design and then sew a book sleeve - Evaluate finished product	- Singing - Use musical instruments to play parts of a song - Play and dance in time to music	- Internet research - E-safety activities - Working collaboratively - Create an animation using Scratch
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PE	PSHE and Relationships Education		
- Swimming - Tag Rugby - Football	- Design class rules and boundaries - Learn about the children in the class - Identify rights and responsibilities in and out of school - Engage actively in team building activities - Exploring friendships and their characteristics - Identifying how to have respectful online relationships	- Balanced arguments - Drama activities based on a story - Perform singing, playing and dancing - Performing Christmas songs	- Sequencing dates on timelines - Reading scales on maps and graphs - Measuring in design and technology - Comparing size of rivers
		TRIPS AND VISITORS	
		Trip to Fitzwilliam Museum - Cambridge Opportunity to join Luton's annual Peace Walk	