TOPIC OVERVIEW SHOWING OBJECTIVES TAKEN FROM THE NATIONAL CURRICULUM

Year Group: 4 Term: Spring 2026

SCIENCE

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.

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
- 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.

HISTORY

- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

GEOGRAPHY

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts
- Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn
- 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 including energy, food, minerals and water

RELIGIOUS EDUCATION

- Explore how religious leaders throughout history strived for positive change in the world.
- Learn about their stories, teachings, and methods for promoting social justice, compassion, and peace.
- Be inspired to take action and make a difference in their own communities.
- Explore the relationship between science, technology, and faith.
- Analyse how technology is used in various places of worship.
- Discuss the ethical implications of technology within a faith context.
- Identify tools and resources that technology offers for personal faith practices.
- Develop critical thinking skills to navigate online religious content responsibly.
- Envision how future technologies might shape faith communities.

ART

- Produce creative work, exploring their ideas and recording their experiences.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture.

DESIGN AND TECHNOLOGY

- 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
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks accurately
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

MUSIC

- Confidently recognise a range of musical instruments and the different sounds they make
- Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators
- Use musical language to appraise a piece or style of music
- Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate
- Sing as part of an ensemble with confidence and precision
- Play and perform in solo or ensemble contexts with increasing confidence
- Develop an understanding of formal, written notation which includes minims and quavers
- Listen to and recall sounds with increasing aural memory

ICT

- identify that accuracy in programming is important
- create a program in a text-based language
- explain what 'repeat' means
- modify a count-controlled loop to produce a given outcome
- decompose a task into small steps
- create a program that uses count-controlled loops to produce a given outcome

PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	COMMUNICATION, LANGAUGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
PE	**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	• Understand why social media, some computer games and online gaming, for example, are age restricted. • Identify that for most people the internet is an integral part of life and has many benefits. • Explore how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Know where and how to report concerns and get support with issues online. • Research how information and data is shared and used online. • Know how to make a clear and efficient call to emergency services if necessary • Explore concepts of basic first-aid, for example dealing with common injuries, including head injuries • Understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • Understand how to recognise and report feelings of being unsafe or feeling bad about any adult. **Online Safety** •Describe how some online services may seek consent to store information about me. •Know what the digital age of consent is. •Know how to get help if I am unsure about consenting to an online service. •Explain the reasons why internet use may be monitored. •Understand how monitoring services are used to keep children and users safe online.	Power of Reading: Pugs of the Frozen North by Philip Reeve The Wild Robot by Peter Brown <u>Non Fiction:</u> Informative leaflet Newspaper report Fact Files Recount Balanced argument Various forms of poetry	Timelines in history Scales on graphs Measuring to the nearest cm

SUGGESTED ACTIVITIES LINKED TO THE NATIONAL CURRICULUM OBJECTIVES

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- Recognise some common conductors and insulators

HISTORY

Anglo-Saxons

- Explore the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Understand the Scots invasions from Ireland to north Britain (now Scotland)
- Investigate Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Study Anglo-Saxon art and culture
- Explore Christian conversion – Canterbury, Iona and Lindisfarne

GEOGRAPHY

Rainforests:

- Recognise what a rainforest is and locate the world's rainforests on a map
- Recognise the different layers of life in a rainforest
- Recognise the features that make up a rainforest
- Describe the key characteristics of the Congo
- Describe and explain the impact of deforestation of the rainforest

Explain the importance of the Amazon rainforest

RELIGIOUS EDUCATION

- Students will be able to identify and describe the stories and teachings of key religious leaders.
- Students will explain how these leaders challenged the status quo and advocated for social justice.
- Students will analyse the methods used by these leaders to create positive change.
- Students will reflect on the continuing impact of these leaders and how their messages inspire action today.
- Students will explore ways to practice compassion, kindness, and advocate for fairness in their own lives
- Define science and technology in greater detail, with examples relevant to faith.
- Analyse how different technologies have been integrated into various places of worship.

ART

- Children will learn how artists use sketchbooks in this painting and collage unit.
- They will learn what mixed media is and use collage and watercolour while being inspired by buildings and the work of other artists.
- They will learn about the work of an architect, some Victorian photocollagists, and a contemporary collagist.
- They will develop their ability to evaluate their own work.

DESIGN AND TECHNOLOGY

- Design a torch
- Consider the target audience
- Create design criteria
- Create success criteria
- Focus on features of individual design ideas

Make

- Make a torch with a working circuit and switch
- Use appropriate equipment to cut and attach materials
- Assemble the torch to the design and success criteria

Evaluate

- Evaluate electrical products
- Test and evaluate the success of a final product
- Take inspiration from the work of peers

MUSIC

Body percussion:

- Identify the structure of a piece of music.
- Have an idea as to when there is one layer in a piece of music and when there are two.
- Play a sequence in the correct order in time with their partner.
- Have two contrasting rhythms being played together.
- Have two different melodies being played together.
- Have a complete piece of music with four different layers with an appropriate structure.

Haiku, Music and Performance:

- Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music.
- Select instruments and sounds which match their vocabulary.
- Work as a group to create a piece of music. Perform a piece of music as part of a group.

ICT

- To explore the features of a successful algorithm and understand the importance of accuracy
- To create a program using a text-based programming language
- To explore the meaning of the word 'repetition' in a computing context
- To decompose a program and identify 'procedures' within a program
- To test a program and apply debugging skills
- To create a program that uses count-controlled loops to produce a given outcome

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<tr><td>PE</td><td>Relationships Education</td><td rowspan="2">Science investigations</td><td rowspan="2">• Sequencing dates on timelines
• Reading scales on graphs
• Measuring in Design and technology</td></tr>
<tr><td rowspan="2">Netball:
• Develop passing and moving and play within the footwork rule
• Develop passing and moving towards a goal
• Develop movement skills to lose a defender
• Be able to defend an opponent and try to win the ball
• Develop the shooting action
• Develop playing using netball rules
Hockey:
• Develop sending the ball with a push pass
• Develop receiving the ball
• Develop dribbling using the reverse stick (Indian dribble)
• Develop moving into space after passing the ball
• Use an open stick tackle to gain possession
• Apply defending and attacking principles and skills in a hockey tournament</td><td rowspan="2">Safety and the Changing Body:
• Understand the reasons for legal age restrictions.
• Understand how quickly information can spread on the internet and some of the risks associated with that.
• Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.
• Understand the difference between private and public, and secrets and surprises.
• Understand how search engines work and whether information is useful.
• Understand the changes they have already gone through and aware of some changes to come.
• Understand that they will change physically as they develop into adults.
• Understand some of the risks of smoking and some of the benefits of being a non-smoker.</td><td>TRIPS AND VISITORS</td><td></td></tr>
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