

## Calmore Junior School Curriculum Overview Year 4



| Topic Name                    | <u>Autumn 1</u><br>Head, Shoulders,<br>Knees and Toes<br>(Science)              | <u>Autumn 2</u><br>Raiders or<br>Traders<br>(History)                                   | <u>Spring 1</u><br>Light It Up<br>(Science and DT)                                 | <u>Spring 2</u><br>Coast to Coast<br>(New York/<br>Southampton<br>Comparative Study) | <u>Summer 1</u><br>Tragedy at Sea<br>(History Local<br>Study)  | <u>Summer 2</u><br>Solid As A Rock<br>(Science and<br>Geography)  |
|-------------------------------|---|---|--|--|--|---|
| Subject Area<br>Major Minor   | Science<br>DT   | History<br>Art  | Science<br>DT  | Geography<br>Art   | History<br>Art   | Science<br>Geography  |
| <b>LAUNCH ACTIVITY</b>        | <i>Fitness Day (workshops run by staff/visitors; PE Kit all day)</i>            | <i>Archaeological Dig (dress up - archaeologists) - compare AS and V poo etc.</i>       | <i>Blackout (what would we do without electricity?)</i>                            | <i>Time Machine Pop Quiz using Atlases</i>   | <i>Sea City/Setting Sail (dressing up as Titanic passengers followed by trip out)</i>                      | <i>Palaeontologist day<br/><br/>Volcano Making<br/>Create volcanoes and blow up to learn how volcanoes work</i> |
| <b>EXIT POINT</b>             | <i>Parent assembly</i>  | <i>Archaeological Experience Afternoon</i>  | <i>Shadow Puppet Show (light)</i>  | <i>History of Southampton Museum Exhibition</i>                                      | <i>Assembly</i>  | <i>Mad Scientist Day run by pupils</i>  |
| English                       | Narrative - Tears into Stone (Moral Story)                                      | Narrative - The Last Kingdom (Escape)   | Narrative - Through the Wardrobe (Portal)  | Narrative - Journey Story - Little Boat  | Narrative - Kaspar Prince of Cats  | Narrative - Prince of Thieves (Wishing Tale)  |
| Writing across the curriculum | SI - Persuade - Letter to persuade Tattercoats to visit                         | SI - Procedural - Instruction (How to get to Valhalla)                                  | SI - Persuade - Narnia Travel Brochure   | SI - Information - Non-Chronological Report - Sea Creatures                          | SI - Information - Newspaper   | SI - Explanation - magical lamp design - how does it work?  |
|                               | <i>SI - Recount/Narrative - story of a blood cell travelling round the body</i> | <i>SA - Biography of their Viking/Anglo Saxon person - to answer Raider/Trader Q</i>    | <i>SA - DT/Science - Procedural - Instructions for creating their circuit/lamp</i> | <i>SA - Balanced Argument - Is Southampton a better place to live now or then?</i>   | <i>SA - Recount (diary) - POV of a passenger<br/>SA - Persuasive Argument - 1503 dead, who's to blame?</i> | <i>SA - Non-Chronological Report - Volcanoes</i>  |
| History                       |   | Anglo Saxons - Vikings<br>6 Step: Were the Anglo Saxons and Vikings raiders or traders? |  |  | Local Study:<br>Southampton: The Titanic<br>6 Step - 1503 dead: who's to blame?                            |   |

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|---------------------|--|---|--|--|---|---|
| <b>Geography</b>    |  |   |  | <b>Map Skills/Locational Knowledge</b><br>Map reading and symbol use.<br><br><b>City Study</b><br>Compare Southampton and New York looking at Docks. |   | <b>Physical Geography</b><br>Structure of the Earth, Mountains and Volcanoes  |
| <b>Science</b>      | <b>Circulation &amp; Respiration</b><br>Healthy diet/exercise<br>Heart/lungs/circulatory system<br>Changes over time |   | <b>Light, electricity &amp; circuits</b><br>Creating working circuits<br>Understanding flow of energy<br>Where does light come from<br>Light and materials   |  |   | <b>Rocks, Soils &amp; Fossils</b><br>Types of rocks<br>Properties of rocks<br>Formation of fossils<br>What is soil? |
| <b>PHSE Blocked</b> | <b>Feeling Good</b><br>My goals<br>Feelings  | <b>Keeping a Healthy Mind and Body</b><br>Personal Hygiene<br>Rest<br>Mental Wellbeing<br>Illness and infection | <b>Changes in families</b><br>Different types of families<br>Respect<br>Relationships in families  | <b>Ups &amp; Downs in Relationships</b><br>Falling in & Falling out<br>Respect, tolerance and kindness   | <b>Keeping Safe Outside School</b><br>Cyber safety (if not already done)<br>Road safety<br>Substances | <b>It's My Body!</b><br>Anti-social behaviour<br>Stranger Danger<br>Underpants Rule                                 |
| <b>RE Blocked</b>   | <b>Rituals</b><br>Jewish Festival (Sukkot)   | <b>Images</b><br>Christianity (Angels)  | <b>Belief</b><br>Christianity (Jesus' Miracles)  | <b>Freedom</b><br>Judaism (Passover)   | <b>Devotion</b><br><i>Judaism (Worship)</i>   | <b>Persuasion</b><br>Christianity (Making Decisions)  |
| <b>Art</b>          |  | <b>3D sculpture</b><br>Shape/Line<br>Angel Withies  |  | <b>Sketching/Mixed Media</b><br>Lines/movements/colour to express mood (Jabberwocky)   | <b>Watercolour</b><br>Painting/composition<br>JMW Turner Landscapes                                   |   |
| <b>Music</b>        |  | Cyclic Drumming - Viking Boats  | Genre - Disco<br>Mama Mia  | Time and Era<br>1900-1999  |   | Building Music (beat, rhythm)   |
| <b>Computing</b>    | <b>BRANCHING STORIES</b><br>linked to topic of living a healthy lifestyle  | <b>ALGORITHM DESIGN (GETTING UP!)</b>   | <b>LOGO PLANNING PROGRAMMING/CONTROL</b>   | <b>SCRATCH PROGRAMMING</b> Slug Trail  | <b>WEB RESEARCH SKILLS</b><br>Web Research  | <b>PRESENTATION MEDIA</b><br>PowerPoint   |
| <b>DT</b>           | <b>Textiles</b><br>Creating hand-puppets (link to creation story - in the beginning)                                 |   | <b>Electrical Systems</b><br>Creating a lantern for Lucy to carry on her journeys through Narnia. Link to electrical systems - simple circuits and switches. |  |   | <b>Mechanical Systems</b><br>TBC  |