

## **New City Primary School Curriculum Overview Year 4**

## Autumn 1 2017/2018

## **Foundation Curriculum**

| Subject        | Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 6 -<br>Assessment Week  | Week 7   |
|----------------|--|--|--|--|--|--|--|
| <u>History</u> | To investigate who the Vikings were  | To explore the facts behind the  | To investigate the influence of Vikings  | To investigate the family life of  | To research the beliefs of the   | To investigate what life was like in the   | To investigate why the Vikings are not   |
| Vikings        | and where they<br>came from.   | invasion on June 8 <sup>th</sup><br>793AD  | on the English<br>language and place<br>names.   | Vikings.   | Vikings.   | Danelaw.   | ruling England<br>today.   |
| <u>Art</u>     | To investigate<br>Media and<br>Materials   |
|                | Exploring a Variety of media and materials to create large scale display work Linking to the learning the children are doing in their other subjects | Exploring a Variety of media and materials to create large scale display work Linking to the learning the children are doing in their other subjects | Exploring a Variety of media and materials to create large scale display work Linking to the learning the children are doing in their other subjects | Exploring a Variety of media and materials to create large scale display work Linking to the learning the children are doing in their other subjects | Exploring a Variety of media and materials to create large scale display work Linking to the learning the children are doing in their other subjects | Exploring a Variety of media and materials to create large scale display work Linking to the learning the children are doing in their other subjects | Exploring a Variety of media and materials to create large scale display work Linking to the learning the children are doing in their other subjects |

| <u>DT</u>                                  | To investigate a range of money containers and their purpose.  To evaluate the designs and identify ideas that can be used in their own design. | To create labelled diagrams of money containers.  The designs must include specific features. | To apply a range of sewing techniques when joining different pieces of fabric. | To investigate the best fabrics for making a money container.       | To explore<br>decorative<br>techniques for<br>making a money<br>container. | To plan how to<br>make the final<br>product                               | To create the final money container.  To evaluate the success of the product. |
|--|---|---|--|---|--|---|---|
| RE<br>Why is the Bible<br>special?         | To discuss the impact of the Bible in people's lives  | To make links<br>between the Bible<br>and another sacred<br>book                              | To analyse the<br>meaning of a story<br>for Jews, Muslims<br>and Christians    | To identify how the<br>Bible has inspired<br>people                 | To understand what<br>inspired and guides<br>me in my life                 | To understand what<br>inspired and guides<br>me in my life                | To understand how<br>the bible is used in<br>Church                           |
| PHSCE<br>New Beginnings                    | To say one thing about everyone in the class.   | To give and accept a compliment.  | To feel valued at<br>school.   | To understand the need for different rules in different places.     | To describe the<br>feeling of being<br>happy, sad, scared<br>or excited.   | To manage my<br>feelings and know<br>strategies that will<br>calm me down | To solve problems<br>that I may have<br>sensibly and calmly.                  |
| <u>PE</u><br><u>Gymnastics: Floor Work</u> | Body shapes   | A Balancing act   | Methods of<br>travelling   | Methods of<br>travelling  | Partner Balances   | Rolling   | Mirroring and<br>Matching   |
| Invasion Games: Hockey                     | Throwing and catching   | Improving accuracy  | Invaders   | Moving with the<br>ball   | Playing Games  | Playing Games   | Playing Games   |
| <u>Music</u>                               | Visiting Recorder<br>teacher from the<br>Newham Academy<br>of Music   | Visiting Recorder<br>teacher from the<br>Newham Academy<br>of Music                           | Visiting Recorder<br>teacher from the<br>Newham Academy<br>of Music            | Visiting Recorder<br>teacher from the<br>Newham Academy<br>of Music | Visiting Recorder<br>teacher from the<br>Newham Academy<br>of Music        | Visiting Recorder<br>teacher from the<br>Newham Academy<br>of Music       | Visiting Recorder<br>teacher from the<br>Newham Academy<br>of Music           |
| <u>Mandarin</u>                            | Daily talk<br>Chinese phonetic<br>Symbols   | Daily talk<br>Chinese phonetic<br>Symbols   | Introduction<br>Chinese phonetic<br>Symbols                                    | Introduction<br>Chinese phonetic<br>Symbols                         | Home address<br>Chinese phonetic<br>Symbols                                | Home address<br>Chinese phonetic<br>Symbols                               | Culture<br>Chinese phonetic<br>Symbols  |