

# Turton and Edgworth Curriculum Overview

## Year Four

|         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                     | Spring 2 | Summer 1                                                                                                                                                                                                                                   | Summer 2 |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| History | <p><b>Study of an aspect of British History</b><br/>           'The Great Plague' and disease in British history.<br/>           A comparison of the Plague pandemic and the Covid 19 Global Pandemic, looking at reasons for the spread and attempts to control and treat disease through the ages (links to Y1's learning on Great Fire of London and Y2's learning about medicine, nursing and Florence Nightingale).<br/>           Eyam village<br/>           Samuel Pepys<br/> <i>Leisure and Entertainment in 1665/ 2020 during lockdown</i><br/> <i>Religion and beliefs</i><br/> <i>Edgworth's history during each time period/ Edgworth's recent history (Covid-19)</i> <b>Black History Month</b></p> |          | <p><b>Study of an aspect of British history</b><br/>           'How children's lives have changed?'<br/> <i>Leisure, health and work</i><br/>           Lord Shaftesbury<br/>           Disease and treatment<br/> <br/> <i>Edgworth's history - work in local mills</i></p> |          | <p><b>Early civilizations</b><br/>           'Ancient Egypt'<br/>           Tutankhamun<br/>           Cleopatra<br/> <i>Leisure and Entertainment (sports/games)</i><br/> <i>Religion and beliefs</i><br/> <b>Local history study</b></p> |          |

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| Geography | <p><b>Why are rainforests important to us?</b><br/>Focusing on the link between biomes and climate, locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. Investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions.<br/>Learn about the people who live in the rainforest, and discuss the impact of human activity locally and globally.</p> <p><u>Fieldwork</u><br/>How is our local woodland used?<br/>Data collection Location: Local woodland (or park)</p> |           | <p><b>Where does our food come from?</b><br/>Look at the distribution of the world's biomes and map food imports from around the world.<br/>Learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans.<br/>Explore where the food for school dinners comes from and the pros and cons of local versus global.</p> <p><u>Fieldwork</u><br/>Are our school dinners locally sourced? Location: School grounds</p> |             | <p><b>What are rivers and how are they used?</b><br/>Explore the different ways water is stored and moves, develop an understanding of the water cycle. Name and map major rivers both in the UK and globally. Learn about the features and courses of a river and how they are used by humans, study a local river to spot these features.</p> <p><u>Fieldwork</u><br/>What features does our local river have? Location: River environment</p> |       |
|           | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Materials | Animals including humans                                                                                                                                                                                                                                                                                                                                                                                                               | Electricity | Living things and their habitats                                                                                                                                                                                                                                                                                                                                                                                                                 | Sound |

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| <b>DT</b>    | <b>Structures</b><br>'Pavilions'                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Mechanical systems</b><br>'Making a slingshot car'                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                  | <b>Electrical systems</b><br>'Torches'                                                                                                                                                                                       |                                                                                                                                                                                        |
| <b>Art</b>   | <b>Drawing</b><br>'Exploring Tone, Texture and Proportion'                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Painting &amp; Mixed Media</b><br>'Light and Dark'                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                  | <b>Craft and Design</b><br>'Fabric of Nature'<br><i>Art Gallery and Artist Study</i>                                                                                                                                         |                                                                                                                                                                                        |
| <b>Music</b> | <p><b>English National Opera (ENO) Project - Blue, Red, Yellow</b></p> <p>Listen to and respond to music, explore sounds and graphic scores; compose</p> | <p><b>English National Opera (ENO) Project - Blue, Red, Yellow</b></p> <p><b>Body and tuned percussion (Theme: Rainforests)</b></p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p> | <p><b>Rock and Roll</b></p> <p>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.</p> | <p><b>Changes in Pitch, Tempo and Dynamics (Theme: Rivers)</b></p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p> | <p><b>Samba and carnival sounds and instruments (Theme: South America)</b></p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p> | <p><b>Adapting and transporting motifs (Theme: Romans)</b></p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p> |

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| <b>Computing</b> | <b>Computing systems and networks</b><br>Collaborative Learning<br><b>Online Safety</b> | <b>Programming 1</b><br>Further coding with Scratch<br><b>Online Safety</b> | <b>Creating media</b><br>Website design<br><b>Online Safety</b>                    | <b>Skills showcase</b><br>HTML<br><b>Online Safety</b> | <b>Programming 2</b><br>Computational thinking<br><b>Online Safety</b> | <b>Data handling</b><br>Investigating weather<br><b>Online Safety</b> |
| <b>PE</b>        | Fundamentals<br>Gymnastics                                                              | Ball Skills<br>Gymnastics                                                   | Handball<br>Dance                                                                  | Tennis<br>Dance                                        | Swimming<br>Athletics                                                  | Cricket<br>Swimming                                                   |
| <b>PSHE</b>      | My healthy self:<br>How can I make healthy choices?                                     | Connecting with others:<br>How can we respect each other?                   | The online world:<br>How can we decide what to trust online?                       | Citizenship:<br>How can I spend money responsibly?     | Growing up:<br>How will my body and emotions change as I grow up?      | Staying safe:<br>What signs help me recognise what is safe or unsafe? |
| <b>RE</b>        | 4.1 David and the Psalms (6 hours)<br>What values do you consider to be important?      | 4.3 Jesus (9 hours)<br>Why do Christians believe Jesus is the son of God?   | 4.5 The Church. (12 hours)<br>Are all churches the same? Are all places of worship | 4.4 Easter. (6 hours)<br>A story of betrayal or trust? | 4.9 St. Paul. (6 hours)<br>How did the news of Jesus resurrection      | 4.6 Prayer. (6 hours)<br>What is prayer? How do people of world       |

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|                            |                                                                                                                          | <p>PC - picture 1 and 3</p> <p><b>4.2 Christmas</b> (6 hours) Why is Jesus described as the light of the world?</p> | the same? Focus on Hinduism and Sikhism                                                               |                                                                                                                                                                                            | spread around the world?                                                                                                                          | <p>faiths pray? Focus on Buddhism.</p> <p>PC - picture 11 and 18</p>                                                                       |
| English<br>Writing Outcome | <p>Counting on Katherine- Helaine Becker</p> <p>Non-fiction- Write a Fact file</p>                                       | <p>Leon and the Place Between- Graham Baker- Smith</p> <p>Recount: Write a diary</p>                                | <p>Our Tower- Joseph Coelho</p> <p>Recount: Write a diary</p>                                         | <p>Wisp: A Story of Hope- Zana Fraillon</p> <p>Home- Carson Ellis</p> <p>Dreams of Freedom- Amnesty International</p> <p>Fiction: Write a narrative from the character's point of view</p> | <p>Alba The Hundred Year Old Fish- Lara Hawthorne</p> <p>A Planet Full of Plastic- Neal Layton</p> <p>Non-fiction: Write an information board</p> | <p>A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)</p> <p>Fiction: Write a playscript for a part of the story</p> |
| English- Poetry            | <p>Family Album Me and My Brother &amp; other poems online by Michael Rosen</p> <p>Tricks in Quick, Let's get Out of</p> | <p>The Lost Lost- Property Office by Roger McGough</p> <p>Words Are Ours by Michael Rosen</p>                       | <p>The Roman Centurion's Song by Rudyard Kipling (edited extract)</p> <p>The Fossil by Ogden Nash</p> | <p>Windrush Child by John Agard</p> <p>Windrush Child by John Agard</p> <p>December by Valerie Bloom</p>                                                                                   | <p>Mountain Gorilla by Janet Wong</p> <p>Our Earth is a Poem by Little Tiger</p> <p>The Tree in</p>                                               | <p>Look Closely</p> <p>Various haiku by Arakida Moritake</p> <p>Icy Morning Haiku by James Carter</p>                                      |

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|                                   | Here by Michael Rosen                                                                                                                                                                                                                                                                                                                                                                                        |                                                                              |                                                                                                                             |                                               | the Wood (Traditional)                                                                                                                                                                                                          | Acorn Haiku by Kit Wright<br>Seeds by Walter de La Mare                                      |
|                                   | Outcome - Free verse narrative poem                                                                                                                                                                                                                                                                                                                                                                          | Outcome - List poem                                                          | Outcome - Cinquain                                                                                                          | Outcome - Free verse, personal narrative poem | Outcome - A cumulative list poem                                                                                                                                                                                                | Outcome - A series of haiku                                                                  |
| <b>Maths</b>                      | <b>Number:</b><br>Place value<br>Addition and subtraction                                                                                                                                                                                                                                                                                                                                                    | <b>Measurement:</b><br>Area<br><b>Number:</b><br>Multiplication and division | <b>Number:</b><br>Multiplication and division<br><b>Measurement:</b><br>Length and perimeter<br><b>Number:</b><br>Fractions | <b>Number:</b><br>Fractions<br>Decimals       | <b>Number</b><br>Decimals<br><b>Measurement:</b><br>Money<br>Time                                                                                                                                                               | <b>Geometry:</b><br>Shape<br><b>Statistics</b><br><b>Geometry:</b><br>Position and direction |
| <b>Mastering Number Programme</b> | <b>Multiplicative Reasoning:</b> Represent 'many as 1' using a unitised counter. Use the 'five and a bit' structure to double and connect this to recalling products when one of the factors is 2 or 4. Practise recalling products when one of the factors is 5 or 10. Explore square facts. Use the distributive property to explore x9, x11 and x12 facts. Become familiar with core multiplication facts |                                                                              | <b>Multiplicative Reasoning:</b> Practise retrieving new facts and previously learned facts.                                |                                               | <b>Multiplicative Reasoning:</b> Continue to practise retrieving facts in readiness for the MTC. Apply known multiplication facts to solve problems where there is a missing factor and make connections to division equations. |                                                                                              |

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|             | and practise saying the smallest factor first.                                                 |                                                                                                    |                                                                                   |                                                                |                     |                                |
| Spanish     | Phonetics Lesson 2 (alphabet and pronunciation) (C)<br><br>'Puedo'- I can ... (E)<br>6 lessons | 'Las estaciones' - Seasons (E)<br>Recap days and months and introduce seasons (E)                  | 'Los numeros' Numbers 1 - 31 (C)<br><br>'Calculo' - Calculate (C)                 | 'La fecha' - the date (I)<br><br>'Mi cumpleaños' - My birthday | Family (I)          | 'Los animals' - Animals (E)    |
| WOW moments |                                                                                                | Class Trip - Eureka<br><br>Christmas Carol Service<br><br>Anti-bullying week<br><br>Class Assembly | World Book Day<br><br>Online Safety Day<br><br>STEM Day<br><br>Mental Health Week | Spanish Day                                                    | Walk to school week | Egyptian Day<br><br>Sports Day |