



Boughton Heath Academy Curriculum




Year Group Overview 2023 – 24


Year Four



Here, children thrive...




English and Mathematics Curriculum Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	Focus: Fantasy story	Focus: Recounts, diary writing	Focus: Historical narratives	Focus: Adventure story	Focus: Non-chronological report	Focus: Explanation texts, writing in role
						
	Genre: Traditional tales	Genre: Fiction, fantasy	Genre: Fiction, adventure	Genre: Information text	Genre: Recounts, biographies, information text	Genre: Information text




 <p>Mathematics Curriculum</p>	<p>Place Value- 4 digits Addition and subtraction</p>	<p>Measurement- Perimeter Multiplication and Division</p>	<p>Multiplication and Division Measure- Area Fractions</p>	<p>Fractions Decimals</p>	<p>Decimals Money Time</p>	<p>Statistics Geometry- Angles and 2-D shapes Geometry-Position and Direction</p>
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 <p>Driver subject Knowledge Bases</p>	<p>Geography Europe – including migration</p> 	<p>History Ancient Greece</p> 	<p>History The Roman Empire</p> 	<p>Geography Volcanoes & Earthquakes</p> 	<p>Geography Local study: Chester over time</p> 	<p>History Local study: Deva</p> 
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Science	<p>Group and classify living things</p> <ol style="list-style-type: none"> 1. Recognise that living things can be grouped in a variety of ways 2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<p>States of Matter</p> <ol style="list-style-type: none"> 1. Compare and group materials together, according to whether they are solids, liquids or gases. 2. 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) 3. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Sound</p> <ol style="list-style-type: none"> 1. Identify how sounds are made, associating some of them with something vibrating 2. Recognise that vibrations from sounds travel through a medium to the ear 3. Find patterns between the pitch of a sound and features of the object that produced it 4. Find patterns between the volume of a sound and the strength of the vibrations that produced it 5. Recognise that sounds get fainter as the distance from the sound source increases. 	<p>The Digestive System</p> <ol style="list-style-type: none"> 1. Describe the simple functions of the basic parts of the digestive system in humans 2. Identify the different types of teeth in humans and their simple functions 3. Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Habitats</p> <ol style="list-style-type: none"> 1. Recognise that living things can be grouped in a variety of ways 2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 3. Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Electricity</p> <ol style="list-style-type: none"> 1. Identify common appliances that run on electricity. 2. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 3. 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. 4. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. 5. recognise some common conductors and insulators, and associate metals with being good conductors.
 Geography	<p>Europe including migration</p> <ol style="list-style-type: none"> 1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. 6. 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. 7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 			<p>Volcanoes & Earthquakes</p> <ol style="list-style-type: none"> 1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. 6. 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. 7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Local Study: Chester over time</p> <ol style="list-style-type: none"> 2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. 6. 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. 7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 9. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	

 <p>History</p>		<p>Ancient Greece – life, achievements, influence</p> <ol style="list-style-type: none"> 1. Continue to develop chronologically secure knowledge of history. 2. Establish clear narratives within and across periods studied. 3. Note connections, contrasts and trends over time. 4. Develop the appropriate use of historical terms. 5. Regularly address and sometimes devise historically valid questions. 6. Understand how knowledge of the past is constructed from a range of sources. 7. Construct informed responses by selecting and organising relevant historical information. 8. Understand that different versions of the past may exist, giving some reasons for this. 	<p>The Roman Empire and its impact on Britain</p> <ol style="list-style-type: none"> 1. Continue to develop chronologically secure knowledge of history. 2. Establish clear narratives within and across periods studied. 3. Note connections, contrasts and trends over time. 4. Develop the appropriate use of historical terms. 5. Regularly address and sometimes devise historically valid questions. 6. Understand how knowledge of the past is constructed from a range of sources. 7. Construct informed responses by selecting and organising relevant historical information. 8. Understand that different versions of the past may exist, giving some reasons for this. 			<p>Local History study: Deva</p> <ol style="list-style-type: none"> 1. Continue to develop chronologically secure knowledge of history. 2. Establish clear narratives within and across periods studied. 3. Note connections, contrasts and trends over time. 4. Develop the appropriate use of historical terms. 5. Regularly address and sometimes devise historically valid questions. 6. Understand how knowledge of the past is constructed from a range of sources. 7. Construct informed responses by selecting and organising relevant historical information. 8. Understand that different versions of the past may exist, giving some reasons for this.
 <p>Art</p>	<p>Drawing – Amedeo Modigliani</p> <ol style="list-style-type: none"> 1. Create sketch books to record their observations and use them to review and revisit ideas 2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 3. Learn about great artists, architects and designers in history. 			<p>Colour & Textiles – Andy Warhol</p> <ol style="list-style-type: none"> 1. Create sketch books to record their observations and use them to review and revisit ideas 2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 3. Learn about great artists, architects and designers in history. 	<p>Paint: Monet</p> <ol style="list-style-type: none"> 1. Create sketch books to record their observations and use them to review and revisit ideas 2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 3. Learn about great artists, architects and designers in history 	
 <p>Design & Technology</p>		<p>Shell Structures with CAD (Structures) Gift boxes</p> <ol style="list-style-type: none"> 1. 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 2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 3. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 4. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 5. Investigate and analyse a range of existing products 6. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 7. Understand how key events and individuals in design and 	<p>Simple switches and circuits – make a torch</p> <ol style="list-style-type: none"> 1. 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 2. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 3. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 4. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 5. Investigate and analyse a range of existing products 6. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 7. Understand how key events and individuals in design and 			<p>Cookery - Toasties</p> <ol style="list-style-type: none"> 1. Understand and apply the principles of a healthy and varied diet 2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 3. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

		technology have helped shape the world 8. Understand and use mechanical systems in their products.	technology have helped shape the world 8. Understand and use mechanical systems in their products.			
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Music	<ul style="list-style-type: none"> 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 using the inter-related dimensions of music, Listen with attention to detail and recall sounds with increasing aural memory, Use and understand staff and other musical notations, Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. 					
	Body and tuned percussion (Theme: Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)
 MFL	Describing: People <ul style="list-style-type: none"> Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse. Correctly identify a person from a description of their hair and eye colour. Place word cards in the correct order, with the adjectives following the noun. Give a spoken sentence to describe a friend. Write four sentences accurately with the correct adjectival agreement, helped by a support sheet. 	Getting dressed: Colour & clothes <ul style="list-style-type: none"> Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des. Understand how to convert the indefinite article to a possessive adjective. Correctly identify items of clothing based on the written word. Say the words for items of clothing with accurate pronunciation. Put the colour adjective after the noun. Make an intelligible attempt to spell new words. Write accurately using a support and the correct form of the adjective in the correct position. Say a sentence using J'aime or Je n'aime pas. Use il/elle correctly and put the adjective in the correct position in relation to the noun. Put the right agreement on the adjective where relevant. 	Counting, numbers & dates <ul style="list-style-type: none"> Say the numbers to 31 in French Read and calculate Maths sums correctly in French Say all the days of the week, working out the words for yesterday and today. Match most of the French months to their English equivalents. Ask when someone's birthday is and give the number and month of their birthday. Say the seasons of the year. Translate the date from English to French. Say the similarities and differences between birthdays in the UK and France. Put a present wish-list into a sentence. 	Weather <ul style="list-style-type: none"> Use a physical response to show their understanding of six to eight weather phrases. Repeat new phrases with accurate pronunciation. Say at least two sentences intelligibly to convey the weather in a given place. Point or move in the correct direction during a compass points game. Understand and say several directions and weather sentences. Place weather symbols in the correct locations on a map. Match at least three numerals and words correctly. Say the correct number for their temperature. Show an understanding of the water cycle and relevant cognates in both languages. 	Food & eating <ul style="list-style-type: none"> Use a model text to support conversation. Complete mathematical calculations in French, writing answers in euros. Recognise shop names and label a triarama. Use a bilingual dictionary to translate given words. Spell French words accurately. Use a range of strategies to understand an unfamiliar text. Ask and respond to questions found in a café conversation. 	Songs: Eurovision <ul style="list-style-type: none"> Answer questions based on a video of a French-speaker, getting at least half of them correct. Match a set of instrument words to the appropriate picture, getting the majority of them correct (allowing for any that they don't know in English). Say which instrument they play. Say what kind of music they like, using a whole sentence. Ask a question after listening to other pupils' attempts. Read and understand music genres in written form. Recall country names with accurate pronunciation. Use a full sentence to say 'J'habite en/au/aux ...' Write information in French about a character from a different country. Use familiar language to write several phrases or short sentences. Perform a song from memory with accurate pronunciation.
 Religious Education	Judaism <ol style="list-style-type: none"> What happens at a synagogue? What happens at Pesach? What is Sukkot? How do Jews remember the giving of the Torah? Shavuot What rules for Jews are there to follow in the Torah? What happens during the life journey of a Jew? 	Christianity <ol style="list-style-type: none"> Why do Christians think about Incarnation at Christmas? How do different Bibles tell the story of the Nativity? What is a Christingle? Why is the incarnation an important concept in Christianity? How do Christians around the world celebrate the incarnation? How can we think more deeply about incarnation using Christmas carols? How do Christians worship at Christmas? 	Christianity <ol style="list-style-type: none"> Why did teach about God through parables? How was Jesus explaining about pride and humility through the Parable of the Tax Collector and the Pharisee? What does the Parable of the Friend at Midnight teach a Christian about prayer? How does the Parable of the Judge and the Widow explore the relationship between a Christian and God? 	Easter <ol style="list-style-type: none"> Which of the Christian Festivals is central to the teachings of Christianity? What is sin? What is servanthood and how is this shown through the Easter story and through the life of a Christian today? What is the significance of the Stations of the Cross for those who are Catholic? 	Hinduism <ol style="list-style-type: none"> How do Hindus worship? What would a Hindu parent want their child to know about God? What is the meaning of Aum? What does it mean to have one God in many forms? Is Hinduism monotheistic or polytheistic? Why is a shrine important in a Hindu home? What is Puja? How do Hindus worship and celebrate at the festival of Holi? 	Humanism <ol style="list-style-type: none"> What do Humanists believe? How does this compare to following a faith? What do Humanists think about God? What are Humanist views on happiness? What are the special ways that Humanists celebrate in their lives?

 <p>Physical Education</p>	<p>Tag Rugby Personal Challenges</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, apply basic principles suitable for attacking and defending, compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Gymnastics Forest School</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance. compare their performances with previous ones and demonstrate improvement to achieve their personal best. take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Football Yoga</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, apply basic principles suitable for attacking and defending, develop flexibility, strength, technique, control and balance 	<p>Dance OAA</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns. compare their performances with previous ones and demonstrate improvement to achieve their personal best. take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Athletics Swimming</p> <ul style="list-style-type: none"> use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. use running, jumping, throwing and catching in isolation and in combination. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Rounders Gymnastics</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, apply basic principles suitable for attacking and defending, compare their performances with previous ones and demonstrate improvement to achieve their personal best.
 <p>Computing</p>	<p>Computing systems and networks: Collaborative learning</p> <p>4. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>6. 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.</p>	<p>Programming 1: Further coding with Scratch</p> <p>1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>6. 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.</p>	<p>Creating media: Website design</p> <p>5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>6. 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.</p> <p>7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Music Making</p> <p>6. 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.</p>	<p>Spreadsheets</p> <p>6. 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.</p>	<p>Artificial Intelligence</p> <p>6. 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.</p>
<p>Online Safety:</p> <p>1. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>2. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>						
 <p>PSHCE & RSE</p>	<p>Being me in my world</p> <ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making -having a voice What motivates behaviour 	<p>Celebrating differences</p> <ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<p>Healthy Me</p> <ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<p>Relationships</p> <ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<p>Changing Me</p> <ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change