



**Courthouse Green Primary School**  
**'Doing our best to be our best'**  
**Breadth of Study**  
**Year 4**



The curriculum planning at Courthouse Green is designed as a theme, where many subjects are woven together as a strategy to work in a cross curricular way. Each theme has a number of focus subjects. We ensure through our planning children understand the skills they are learning and embedding and teach and apply subject specific vocabulary explicitly through our medium term planning. Some subjects are taught discretely across the school using our school's own context as a driver for this. Links to British Values are evident throughout the themes.

| Subject      | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
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| <b>PSHCE</b> | <b>Protective Behaviours/Fresh Start</b>   | <b>Anti-Bullying/ Be Friendly Be Wise</b>   | <b>E Safety/ It's good to be different</b>  | <b>Healthy Life Styles</b>  | <b>Community/ It's Our World</b>   | <b>SRE/ Moving Up</b>  |
| <b>RE</b>    | Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism   | Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity | Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism | Theme: Easter Key Question: Is forgiveness always possible for Christians? Religion: Christianity | Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism | Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity |
| <b>PE</b>    | Our PE curriculum is underpinned by Real PE, which focuses on the development of agility, balance and co-ordination, healthy competition and cooperative learning. A specialist dance teacher also delivers a high quality dance curriculum linked closely to the themes we teach. |   |   |   |  |  |

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| <b>History</b> | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, <b>Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> , a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |
| <b>Geog</b>    | Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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,   |

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|             | <p>coasts and rivers).</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries to build their knowledge of the United Kingdom and the wider world 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>  |
| Design Tech | <p>When designing and making, pupils should be taught to:</p> <p>Design and 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. Make and select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Evaluate investigate and analyse a range of existing products 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</p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p> <p>Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p>   |
| Science     | <p>Working scientifically: asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in □ answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas</p> <p>States of matter: compare and group materials together, according to whether they are solids, liquids or gases, 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), identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>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.</p> <p>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.</p> |
| Computing   | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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</p>  |

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|     | collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| Art | Create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.  |

|   | Engage and expert  | Literacy<br>Inc key texts   | Maths links  | Computing   | Humanities<br>Geog and History  | Design and Technology  | Art and Design  |
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| <p><b>Theme 1</b></p> <p><b>Autumn term</b></p> <p><b>Key Question:</b><br/><b>What made Britain how it is today?</b></p> | <p>Wow start-<br/>Archaeological dig<br/>Saxon Visitor to start off the learning</p> <p>Viking day – in school</p> <p><b>Morfo</b></p> <p>Staffordshire Hoard at Birmingham Museum</p> <p>End product :<br/>Create:<br/><i>How has archaeology unlocked the past?</i><br/>Time team presentation</p> | <p>How to Train Your Dragon – Cressida Cowell.<br/>Saxon myths e.g. Beowulf</p> | <p>Timelines – finding the difference between years<br/>Measure - time</p> | <p>Skill: Design and create programs that include repetition</p> <p><b>Research Popplet</b></p> <p><b>Hopscotch Viking game</b></p> | <p><b>History:</b><br/><i>Who were the Angle Saxons? How did life change when the Vikings came to England? Timeline work. Who should rule England? How was life different?</i><br/>Geography – Climate and Locating Scandinavia, map of Europe, map of Britain. Locating world countries, human and physical features.<br/>Saxon and Viking place names</p> <p><b>RWT timeline</b><br/><b>Maps Google Earth</b></p> | <p>Practice the skills of cutting, shaping and joining.<br/>Choose appropriate equipment and materials.<br/>Use the above skills to create jewellery (see art)</p> | <p>Explore designers who use repeating patterns.<br/>Anglo Saxon patterns - carve out of plasticine to make a printing tile.<br/>Print onto calico, using tessellation and overlapping.</p> <p>Anglo Saxon jewellery - cross stitch a Saxon design.</p> |

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| <p><b>Theme 2</b></p> <p><b>Key Question: How have the Ancient Greeks influenced our lives?</b></p> | <p>WOW start - Google Day – exploring Ancient Greece</p> <p>Product<br/><i>Create: How would you lead and what would your powers be if you were the most powerful god? (Democracy stemmed from a Greek idea)</i></p> <p>There are only spaces for 5 gods. Champion your cause!<br/>Greek god for the day</p> <p>Programming robot kits</p> | <p>Greek myths and legends</p> <ul style="list-style-type: none"> <li>-Pandora’s Box</li> <li>-Medusa</li> <li>-Thesus and the Minotaur</li> <li>-Midas Touch</li> </ul> | <p>Timeline- finding the difference between the years</p> <p>Weights and Measures-cooking</p> | <p>Skill: Use a physical action as part of an algorithm to change on-screen actions</p> <p>Use figurines from art to create animations</p> <p>ican animate</p> | <p>A study of Ancient Greek life</p> <p>Who were the Ancient Greeks? How did they influence our lives? <i>How was Ancient Greek religion different to Western religion?</i> Myths and Legends, Greek lifestyle.</p> <ul style="list-style-type: none"> <li>-How did they influence our lives?</li> <li>-How did their religion differ to Western religion?</li> </ul> <p>RWT trading cards (Top Trumps)</p> | <p>Design a healthy dish, considering how ingredients are sourced</p> <p>Prepare a hot savoury dish, using a range of skills, e.g pasta</p>   | <p>Explore the figurines of the animator Ray Harryhausen: famous for Jason and the Argonauts/ Clash of the Titans.</p> <p>Use clay to make a Greek mythical character, add texture and a slip to create more detail. Adorn with gold or bronze paint.</p> |
| <p><b>Theme 3</b></p> <p><b>Key Question: Could robots ever take over the world?</b></p>            | <p>WOW Visit from Coventry University – use of robots/ Stratford trip to the MAD museum</p> <p>Enrichment Robot Wars visit</p> <p>Product: Can you design a robot that would....?<br/>Take part in a CHG Robot Wars</p>  | <p>The Lost Thing by Shaun Tan</p> <p>Explanation text – The Shirt Machine</p>   | <p>Measuring-when creating own model</p>  | <p>Skill: Design and create programs/movies that include repetition</p> <p>Cargobot<br/>Hopscotch</p> <p>Robot kits</p>  | <p>Development of robots over time – chronology of</p>  | <p>Compare existing products. Design by using computer designs and exploded diagrams. Practice the skills of cutting, shaping and joining. Choose appropriate equipment and materials. Explore the work of a famous robot designer. Use a lever/pulley and a circuit.</p> | <p>Create own Lost Thing using artistic techniques. Brushstrokes using water colour<br/>Collage the landscape using contrasting colour and patterns. Use different textures to sketch.</p> <p>Peer Assessment- mutual respect</p>                         |

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| <p><b>Year 4<br/>Theme 4</b></p> <p><b>Key Question:<br/>How do we see<br/>and how do we<br/>hear?</b></p> | <p>Wow start –<br/>letter from Ed<br/>Create questions<br/>to ask a range of<br/>visitors (e.g.<br/>policeman etc)</p> | <p>Discrete Literacy:<br/>Flanimals</p> | <p>Symmetry<br/>Graphs from data<br/>logging</p> | <p>Skill: Appreciate<br/>how search results<br/>are selected</p> <p>Using ICT to explore<br/>musical sounds</p> <p>Garage Band</p> |  |  | <p>Shadows and<br/>silhouettes<br/>-Using<br/>sketching<br/>pencils, pastels,<br/>chalk and<br/>charcoal<br/>-Teach and use<br/>cross hatching<br/>as a method<br/>Teach<br/>movement in<br/>drawing.</p> <p>Trick<br/>photography<br/>using shadows<br/>and light.<br/>Explore the use<br/>of perspective.</p> |
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