



# Wellesbourne Primary and Nursery School

## Year 4 Curriculum



	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Science</b>	<p><b>CHANGING SOUND</b></p> <p><b>CIRCUITS AND CONDUCTORS</b></p>	<b>STATES OF MATTER</b>	<p><b>EATING AND DIGESTION</b></p> <p><b>LIVING IN THE ENVIRONMENT</b></p>
<b>Computing</b>	<p><b>CREATING MEDIA</b></p> <p>Stop frame animation</p> <p><b>NETWORKS</b></p> <p>The Internet</p>	<b>PROGRAMMING</b>	<p><b>CREATING MEDIA</b></p> <p>Audio Production</p> <p><b>PHOTOGRAPHY</b></p> <p>Photo Editing</p>
<b>History</b>	<p><b>THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN</b></p> <p>Why did the Romans invade Britain and what was the impact of the Roman invasion?</p>	<p><b>ANCIENT GREECE: A STUDY OF GREEK LIFE, ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD</b></p> <p>What should we include in a museum exhibition on the life, achievements and legacies of Ancient Greece?</p>	<p><b>BRITAINS SETTLEMENT BY ANGLO SAXONS AND SCOTS</b></p> <p>Why did the Anglo-Saxons settle in Britain and what evidence is there to suggest that they settled here?</p>
<b>Geography</b>	<b>RIVERS</b>	<b>RAINFORESTS</b>	<b>SOUTH AMERICA – THE AMAZON</b>
<b>Art and Design</b>	<p><b>3D WORK</b></p> <p>Mosaic</p>	<b>PAINTING</b>	<b>DRAWING</b>
		Manga/Anime Poster	Shadows- Cezanne
<b>Design Technology</b>	<p><b>ELECTRICITY</b></p> <p>Create a greetings card with a light up element</p>	<b>TEXTILES</b>	<b>FOOD</b>
		Explore a range of fastenings to create a book cover for the book in the class library.	Biscuits: create a new biscuit for Jacob's cracker factory.

<b>Music</b>	<b>HAND SIGNS</b> Kodaly method <b>SINGING</b> Rounds	<b>JOURNEY INTO SPACE</b> Holst <b>TIME</b> Haydn	<b>INSTRUMENT STUDY</b> Recorder Recorder Book 2
<b>Personal, Social, Health and Economical Education</b>	<b>FAMILIES AND FRIENDSHIPS</b> <b>SAFE RELATIONSHIPS</b> <b>RESPECTING OURSELVES AND OTHERS</b>	<b>BELONGING TO A COMMUNITY</b> <b>MEDIA LITERACY AND DIGITAL RESILIENCE</b> <b>MONEY AND WORK</b>	<b>PHYSICAL HEALTH AND MENTAL WELLBEING</b> <b>GROWING AND CHANGING</b> <b>KEEPING SAFE</b>
<b>Religious Education</b>	<b>Believing</b> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)  Why is Jesus inspiring to some people?	<b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity)  Why do some people think that life is like a journey and what significant experiences mark this?  Why are festivals important to religious communities?	<b>Living</b> (Religious practices and ways of living; questions about values and commitments)  What does it mean to be a Hindu in Britain today?  What can we learn from religions about deciding what is right and wrong?
<b>Physical Education</b>	<b>BASKETBALL</b> <b>DANCE</b>	<b>GYMNASTICS</b> <b>TENNIS</b> <b>SWIMMING</b>	<b>CRICKET</b> <b>ATHLETICS</b>

