

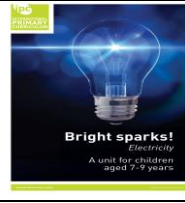
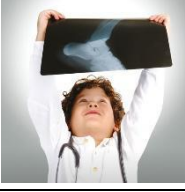




Year 4 IPC Curriculum Overview 2022-23

Milepost 2

Year 4	 <p align="center">Updated</p>	 <p align="center">Updated</p>	 <p align="center">Bright sparks! Electricity A unit for children aged 7-9 years</p>			
	<p align="center">History - scavengers and settlers (6 weeks)</p>	<p align="center">Science - Land, Sea and Sky (4-5 weeks)</p>	<p align="center">Science - Bright Sparks (3 weeks)</p>	<p align="center">Science - How humans work (2-3 weeks)</p>	<p align="center">What's on the menu (8 weeks)</p>	<p align="center">What's on the menu (8 weeks)</p>
<p>Science</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment,</p>	<p><u>Light</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p>	<p><u>Living Things and Their Habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><u>Electricity</u></p> <p>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>	<p><u>Animals Including Humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><u>States of Matter</u></p> <p>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>including thermometers and data loggers</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Report on findings from enquiries, including oral and written explanations,</p>					
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<p>displays or presentations of results and conclusions</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>We have opportunities to share our understanding, our ideas and our opinions. We can discuss 'What if..?' and</p>					
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<p>'Why not..?'</p> <p>ü We ask questions and we use our scientific skills to find out the answers for ourselves.</p> <p>We carry out practical investigations, choosing suitable scientific equipment and using it correctly.</p> <p>We cover a range of scientific skills throughout the year, building on them each time and self-assessing our progress.</p> <p>We link our Science learning to the real world - we make connections with</p>					
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<p>what we have learnt before and with our own experiences of the world around us.</p>					
<p>Geography</p>					<p><u>IPC Learning Goals: What's on the Menu</u></p> <p>NC Geography: Locational- 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</p> <p>Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Humans and physical geography - describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>2.02 Know how particular localities have been affected by natural features and processes</p> <p>2.03 Know how the nature of particular localities affect the lives of people</p> <p>2.04 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there</p> <p>2.05 Be able to use geographical terms</p> <p>2.06 Be able to describe the main geographical features of the area immediately surrounding the school</p> <p>2.07 Be able to make simple maps and plans of familiar locations</p> <p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>2.09 Be able to use secondary sources to obtain geographical information</p>

			<p>2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>2.12 Understand how places fit into a wider geographical context</p>
History	<p><u>IPC Learning Goals: Scavengers and Settlers</u></p> <p>NC Objective: Changes in Britain from the Stone Age to the Iron Age</p> <p>2.01 Know about the main events, dates and characteristics of the past societies they have studied</p> <p>2.02 Know about the lives of people in those periods</p> <p>2.03 Know about the main similarities and differences between the past societies they have studied</p> <p>2.04 Be able to give some reasons for particular events and changes</p> <p>2.05 Be able to gather information from simple sources</p> <p>2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>2.07 Understand that the past can be considered in terms of different time periods</p> <p>2.08 Understand that the past has been recorded in a variety of different ways</p>	<p><u>IPC Learning Goals: Bright Sparks</u></p> <p>2.04 Be able to give some reasons for particular events and changes</p> <p>2.05 Be able to gather information from simple sources</p> <p>2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>2.07 Understand that the past can be considered in terms of different time periods</p>	<p><u>IPC Learning Goals: What's on the Menu</u></p> <p>NC History: A non-European society that provides contrasts with British history</p> <p>2.01 Know about the main events, dates and characteristics of the past societies they have studied</p> <p>2.02 Know about the lives of people in those periods</p> <p>2.04 Be able to give some reasons for particular events and changes</p> <p>2.05 Be able to gather information from simple sources</p> <p>2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>2.07 Understand that the past can be considered in terms of different time periods</p>

<p>Art</p>	<p>Create a series of sketches over time to develop ideas on a theme or mastery of a technique. Stone Age - Animal sketches</p> <p>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Stone Age - mannequin sketching / French / Jigsaw</p> <p>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. Land, Sea and Sky - habitat paintings</p> <p>Represent the detailed patterns found in natural phenomena, such as water and weather. Land, Sea and sky, textures of trees etc</p> <p>Explain the significance of art, architecture or design from history and create work inspired by it. Black History month and Electricity</p>		<p>Develop techniques through experimentation to create different types of art. Sound/ making an instrument</p> <p>Weave natural or man-made materials on cardboard looms, making woven pictures or patterns- Easter/Spring 2</p> <p>Explain the significance of art, architecture or design from history and create work inspired by it. Black History month and Electricity</p>		<p>Use the properties of pen, ink and charcoal to create a range of effects in drawing. What's on the menu?</p> <p>Combine a variety of printmaking techniques and materials to create a print on a theme. What's on the menu? Printing a logo</p> <p>Choose an interesting or unusual perspective or viewpoint for a landscape. What's on the menu? Local area drawings</p>
<p>DT</p>	<p><u>Scavengers and Settlers</u></p> <p>NC OBJECTIVES: <ul style="list-style-type: none"> ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>2.01 Know that the way in which products in everyday use are designed and made affects their usefulness</p> <p>2.02 Be able to design and make products to meet specific needs</p> <p>2.03 Be able to make usable plans</p> <p>2.04 Be able to make and use labelled sketches as designs</p> <p>2.05 Be able to use simple tools and equipment with some accuracy</p> <p>2.06 Be able to identify and implement improvements to their designs and products</p> <p>2.07 Be able to identify the ways in which products in everyday use meet specific needs</p> </p>	<p><u>Land Sea and Sky</u></p> <p>NC OBJECTIVES: <ul style="list-style-type: none"> 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 <p>2.01 Know that the way in which products in everyday use are designed and made affects their usefulness</p> <p>2.03 Be able to make usable plans</p> <p>2.05 Be able to use simple tools and equipment with some accuracy</p> <p>2.07 Be able to identify the ways in which products in everyday use meet specific needs</p> </p>	<p><u>Bright Sparks</u></p> <p>NC OBJECTIVES: <ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <ul style="list-style-type: none"> 2.01 Know that the way in which products in everyday use are designed and made affects their usefulness 2.02 Be able to design and make products to meet specific needs 2.03 Be able to make usable plans 2.04 Be able to make and use labelled sketches as designs 2.05 Be able to use simple tools and equipment with some accuracy </p>	<p><u>How Humans Work</u></p> <p>NC OBJECTIVES: <ul style="list-style-type: none"> 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] <ul style="list-style-type: none"> 2.02 Be able to design and make products to meet specific needs 2.04 Be able to make and use labelled sketches as designs 2.05 Be able to use simple tools and equipment with some accuracy 2.06 Be able to identify and implement improvements to their designs and products 2.07 Be able to identify the ways in which </p>	<p><u>What's on the Menu</u></p> <p>NC OBJECTIVES: <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <ul style="list-style-type: none"> 2.02 Be able to design and make products to meet specific needs 2.03 Be able to make usable plans 2.04 Be able to make and use labelled sketches as designs 2.05 Be able to use simple tools and equipment with some accuracy 2.06 Be able to identify and implement improvements to their designs and products 2.07 Be able to identify the ways in which products in everyday use meet specific needs 2.08 Be able to suggest improvements to products in everyday use </p>

			<ul style="list-style-type: none"> 2.07 Be able to identify the ways in which products in everyday use meet specific needs 	products in everyday use meet specific needs		
Enterprise	The Great, Green Outdoors Create a set of cards / videos on how to make the most of a small garden or activities to be enjoyed in a park		A Recipe for Health An online/ printed recipe book with YouTube videos to go alongside and share		Food and Culture Include additional recipes in the book from a school in a different country *Create PDF cookbook which will be available for parents etc to buy, along with taster examples which can be sold on last week of project.	
	Enterprise skills: problem solving, aiming high, leading		Enterprise skills: Working as a team , sharing ideas, staying positive		Enterprise skills: Working as a team, listening carefully, using imagination	
	Civic participation:Working with year 1 on the Post It module. Outcome- a series of letters between year 1 and 4		Entrepreneurship: Creating an online/printed recipe book with videos to share		International: British school of Toyoko	
Bilingual social curriculum (click on link for detailed plans)	Talking about your family	Animals and Pets	Colours and Materials	Parts of the body	Food and drink	Eating out
RE Autumn 1: Whole School: Creation Story and Harvest Autumn 2: Whole School: Advent + Christmas + Christmas Around the world:	What is Humanism? To explain some Humanist beliefs Jewish Creation Story Rosh Hashanah: Pupils learn about Rosh Hashanah and how Jews commemorate the world's creation and a new start. They can make their own resolutions and think about what they have achieved over the last year. Pupils should learn the Jewish month of Tishri is a time for much prayer as during this time God is believed to open the 'Book of Life' listing the	What are the main holy texts? To explain the holy text of the specific year group religion and compare to the Qur'an and the Bible. Christmas: Light: why is light an important symbol of Christmas? Christmas Around the world: Oceania Describe different ways in which Christmas is celebrated in Oceania and to begin to identify which aspects of the holiday are religious and non-	What are some of the different religions? To describe and compare different religions and dive deeper into a specific religion Religious Symbol: Judaism Galette des Roi WALT Overview of Judaism	What is the Bible and how do its teachings affect people? To explain the importance of Jesus and the Bible for different people today Easter Story: The Cross: what is its significance throughout the Easter Story? Shrove Tuesday WALT Easter Around the world: Germany Describe different ways in which Easter is celebrated in Germany and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some	Where do different religions worship? To describe and compare different places of worship through study and an organised visit Places of Worship: pupils to go to a Synagogue Ramadan: Pupils learn about the events of Ramadan, who does not need to fast and why Muslims may choose to fast and then give money to poorer members of the ummah. Pupils share food and discuss the importance of	How do different religions celebrate life events? To describe and compare wedding and naming ceremonies between Christianity, humanism and specific year group religion Judaism- Weddings and Naming Ceremonies Weddings and Bar Mitzvah

<p>Spring 1: Whole School: Galette des Roi + Religious Symbols</p> <p>Spring 2: Whole School: Easter + Easter Around the world</p> <p>Summer 1: Whole School: Places of Worship + Ramadan</p> <p>Summer 2: Whole School: Celebrations</p>	<p>things a person has done, said or thought. Jews believe that God decides who should be forgiven. Pupils could consider what is most difficult to forgive and why and consider how they could improve their own behaviour, perhaps through the use of throwing crumbs as Jews may do during Rosh Hashanah. Pupils could also learn about the story of Jonah and the importance of blowing the Shofar.</p> <p>Harvest: UK vs Stone Age</p>	<p>religious. Explain why some people do not celebrate Christmas.</p> <p>Torah</p> <p>The Decalogue: Pupils consider the Mitzvot and commandments found within the Torah. They are taught about the importance of the Torah through looking at how it is touched and how it is kept in the synagogue. They can think about how the commandments affect different Jewish groups today, and investigate the difference between Orthodox and Reform interpretations of the Torah.</p>		<p>people do not celebrate Easter.</p> <p>Moses and the story of Passover:</p> <p>Pupils learn about the story of Moses through clips, such as those from the Prince of Egypt, or the 'Google Exodus' https://www.youtube.com/watch?v=BlxToZmJwdI They should consider how Moses and the other people in the story felt at different times in Moses' life, and the challenges he faced. Pupils could create storybooks, write newspaper reports, and take part in a re-enactment Passover meal where they discuss the symbols of each item. Pupils could also study other times when Jews have been persecuted and why they might have referred to fleeing as another 'Exodus.' Pupils could begin a campaign to help refugees who are entering the UK or even their school.</p>	<p>giving some food to others. The class can collect food to give to a homeless shelter.</p> <p>Psalms: Pupils listen to musical forms of psalms in the Bible and are asked to describe how it makes them feel and why, then, might religious people use music as well as art to worship. Pupils should write songs about what is important to them and their views about how they ought to behave</p>	
<p>Music</p>	<p><u>Winter Vocal Project</u></p> <p>The children will be taking part in the Wandsworth Schools Singing Project that is happening across schools in the borough. Songs will cover different themes and genres and will give the children the opportunity to experience singing both in unison and in harmony. They will also get a chance to learn about what it means to lead choirs. Notation and score reading will be covered with a particular focus on being able to read and stick to one's own part in a vocal score. The culmination of this work will be a concert towards the end of term.</p>		<p><u>Ukulele and Singing</u></p> <p>The children will be introduced to the ukulele. They will learn how to play chords and open string tunes. They will be able to play several songs with a variety of strumming patterns and will work individually and as part of small and large groups. They will learn a winter-themed song to be presented at the end of the term.</p>		<p><u>Composition</u></p> <p>The children will learn about compositional techniques and will compose their own music. They will use traditional methods of notation as well as music technology to create unique pieces which will be shared at the end of term.</p>	
<p>PSCHE (SEAL) Jigsaw</p>	<p>New Beginnings Being Me in the wider world</p>	<p>Getting on and falling out Celebrating differences</p>	<p>Going for goals Dreams and Goals</p>	<p>It's good to be me Healthy Me</p>	<p>Relationships Relationships</p>	<p>Changes Changing Me</p>
<p>British Values</p>	<p>Mutual respect and tolerance</p>		<p>Individual Liberty</p>		<p>Democracy</p>	<p>Rule of law</p>

Diversity	Dark skinned caveman - Why are figures white washed?	Bessie Coleman	Lewis Latimer Bright sparks	Ida Gray	Mangrove	Mangrove
International links				British School Of Tokyo		

