



LONG TERM CURRICULUM OVERVIEW		YEAR 4		2024/2025
TOPICS	Autumn 2024	Spring 2025	Summer 2025	
RELIGIOUS EDUCATION	<p style="text-align: center;"><u>The Vine and the Branches</u></p> <p><u>1. Creation and Covenant</u> The story of Abraham The call of Abram The Abrahamic covenant Abraham and Sarah Abraham and Isaac (Optional) The story of Joseph</p> <p><u>2. Prophecy and Promise</u> The Prophet Elijah Elijah on Mount Carmel John the Baptist Advent The Ancestry of Jesus Joseph the Foster Father of Jesus</p>	<p style="text-align: center;"><u>The Vine and the Branches</u></p> <p><u>3. Galilee to Jerusalem</u> Jesus works Miracles Jesus and John, the Baptist Jesus and Peter The Sacrament of Reconciliation The Sacrament of the Sick St Damien of Molokai</p> <p><u>4. Desert to Garden</u> God's Mercy and Forgiveness The Judgement of Nations The Work of Mercy The Journey to Jerusalem The Last Supper The Passion and the Death of Jesus</p>	<p style="text-align: center;"><u>The Vine and the Branches</u></p> <p><u>5. Ends of the Earth</u> Jesus is Alive The Church is Apostolic The Church in the World The Communion of Saints Mary, Mother of the Church</p> <p><u>6. Dialogue and Encounter</u> The Conversion of Saul Paul's Mission Paul's Letters The Catholic Church The Five Pillars of Islam The Holy Month of Ramadan</p>	
ENGLISH	<p><u>Pathways to Write</u> Gorilla by Anthony Browne Outcome - Fiction: fantasy story</p> <p>Leon and the place between by Graham Baker-Smith</p>	<p><u>Pathways to Write</u> Escape from Pompeii by Christina Balit Outcome - Fiction: historical narrative</p> <p>Amazing Islands by Sabrina Weiss & Kerry Hyndman</p>	<p><u>Pathways to Write</u> Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company Outcome - Non-chronological report</p>	



	Outcome - Recount: diary	Koji's Island by The Literacy Company Outcome - Fiction: adventure story	Blue John by Berlie Doherty Outcome - Explanation: letter in role
MATHS	<u>Maths No Problem!</u> Number and Place Value: Numbers to 10, 000 Calculations: Addition and Subtraction within 10 000 Calculations: Multiplication Further Multiplication and Division and Division	<u>Maths No Problem!</u> Calculations: Further Multiplication and Division Statistics: Graphs Fractions, Decimals and Percentages: Fractions Measurement: Time Fractions, Decimals and Percentages: Fractions Measurement: Money	<u>Maths No Problem!</u> Measurement: Money Measurement: Length, Mass and Volume Measurement: Area and Perimeter of Figures Geometry – Properties of Shapes: Geometry Geometry – Position and Direction: Position and Movement Number and Place Value: Roman Numerals Review and Revision
SCIENCE	Biology - Living Things and their Habitats Animals Including Humans <ul style="list-style-type: none"> Group living things in different ways Use classification keys to group, identify and name living things. Create classification keys to group, identify and name living things. Describe how changes to an environment could endanger living 	Chemistry -States of Matter <ul style="list-style-type: none"> Group materials based on their state of matter (solid, liquid, gas). Describe how some materials can change state. Explain how materials change state. Measure the temperature of materials which change state. Describe the water cycle. 	Physics - Sound Electricity <ul style="list-style-type: none"> Describe how sound is made. Explain how sound travels from a source to our ears. Explain the place. of vibration in hearing Explore the correlation between pitch and the object producing a sound



	<p>things Identify and name the parts of the human digestive system.</p> <ul style="list-style-type: none"> • Describe the functions of the organs in the human digestive system. • Identify and describe the different types of teeth in humans. • Describe the functions of different human teeth. • Use food chains to identify producers, predators and prey. • Construct food chains to identify producers, predators and prey 	<ul style="list-style-type: none"> • Explain the part played by evaporation and condensation in the water cycle. 	<ul style="list-style-type: none"> • Explain the correlation between the volume of a sound and the strength of the vibrations that produced it. • Describe what happens to a sound as it travels away from its' source. • Identify and name appliances that need electricity to function. • Conduct a series circuit. • Identify and name the components in a series circuit. • Draw a circuit diagram. • Predict and test whether a lamp will light within a circuit. • Describe the function of a switch in a circuit. • Describe the difference between a conductor and an insulator, giving examples of each.
<p>PHSE/RSE</p>	<p><u>Core Theme 1: Health and Wellbeing</u></p> <p><u>My Happy Mind</u> Meet Your Brain Celebrate</p> <p>RSE – Tough Cookies H13 How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of</p>	<p><u>Core Theme 2: Relationships</u></p> <p><u>My Happy Mind</u> Appreciate Relate</p> <p>RSE – Tough Cookies R8 To judge what type of physical contact is acceptable or unacceptable and how to respond</p>	<p><u>Core Theme 3: Living in the Wider World</u></p> <p><u>My Happy Mind</u> Engage</p> <p>RSE – Tough Cookies L4 That these universal rights are there to protect everyone and have primacy both over national law and family and community practices L3</p>



	<p>sources, including people they know and the media</p> <p>H18 How their body will, and their emotions may, change as they approach and move through puberty</p>	<p>R14 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help</p> <p>R16 -To recognise and challenge stereotypes</p>	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p>
<p>GEOGRAPHY Mapping Skills</p>	<p style="text-align: center;"><u>Oddizzi</u></p> <p><u>Rivers</u></p> <ul style="list-style-type: none"> the key elements and features of a river; the key elements of the water cycle; the names of – and key information on – the world's main rivers; basic ideas about flood management 	<p style="text-align: center;"><u>Oddizzi</u></p> <p><u>Rainforests</u></p> <ul style="list-style-type: none"> the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo); 	<p style="text-align: center;"><u>Oddizzi</u></p> <p><u>The Amazon</u></p> <ul style="list-style-type: none"> the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil; how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon; how some human beings have adapted to life in the rainforest and the Amazon.
<p>HISTORY</p>	<p><u>Kapow-How have children's lives changed?</u></p> <ul style="list-style-type: none"> Selecting and recording relevant information from a range of sources to answer a question. 	<p><u>Kapow-How hard was it to invade and settle in Britain?</u></p> <ul style="list-style-type: none"> Understanding that history is divided into periods of history e.g., ancient times, Middle Ages and modern. 	<p><u>Kapow-How did the achievements of the Ancient Maya impact their society and beyond?</u></p>



St James' Curriculum Overview 2024-2025



	<ul style="list-style-type: none"> Using a range of sources to find out about a period. Identifying reasons for change and reasons for continuities. Comparing different periods of history and identifying changes and continuity. Identifying reasons for change and reasons for continuities. Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. 	<ul style="list-style-type: none"> Using dates to work out the interval between periods of time and the duration of historical events or periods. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Describing the changes and continuity between different periods of history. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources. 	<ul style="list-style-type: none"> Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Placing the time studied on a timeline. Making links and connections across a period of time, cultures or groups. Selecting and recording relevant information from a range of sources to answer a question. To compare the beliefs of different cultures, times and groups. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
D & T COOKING & NUTRITION	<p style="text-align: center;"><u>Kapow</u></p> <p style="text-align: center;">Electrical systems: Torches Mechanical systems</p>	<p style="text-align: center;"><u>Kapow</u></p> <p style="text-align: center;">Digital world: Mindful moments timer Cooking and nutrition: Adapting a recipe</p>	<p style="text-align: center;"><u>Kapow</u></p> <p style="text-align: center;">Structure: Pavilions Textiles: Fastening</p>
ART & DESIGN	<p style="text-align: center;"><u>Access Art</u></p> <p style="text-align: center;">Storytelling Through Drawing</p> <p style="text-align: center;">Exploring Pattern</p>	<p style="text-align: center;"><u>Access Art</u></p> <p style="text-align: center;">Art of Display</p> <p style="text-align: center;">Exploring Still Life</p>	<p style="text-align: center;"><u>Access Art</u></p> <p style="text-align: center;">Sculpture, Structure Inventiveness and Determination</p> <p style="text-align: center;">Festival Feats</p>



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COMPUTING	<u>Purple Mash</u> Unit 4.1 -Coding Unit 4.2 -Online Safety	<u>Purple Mash</u> Unit 4.3 -Spreadsheets Unit 4.4 -Writing for Different Audiences	<u>Purple Mash</u> Unit 4.5 -Logo Unit 4.6 -Animation Unit 4.7 - Effective Searching Unit 4.8 - Hardware Investigator
MUSIC	<u>Tameside Music Service</u> <u>Charanga</u>	<u>Tameside Music Service</u> <u>Charanga</u>	<u>Tameside Music Service</u> <u>Charanga</u>
PE Delivered by Tameside Sports Coaches	Tag Rugby Dance	Gymnastics Basket ball	Cricket Athletic