

## Science

**Living things and their habitats** – Recognise that living things can be grouped in different 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 this can sometimes pose dangers to living things

**Animals, including humans**- Identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Rocks**- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  
Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  
Recognise that soils are made from rocks and organic matter.

**Light**- Recognise that they need light in order to see things and that dark is the absence of light.  
Notice that light is reflected off 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 source is blocked by an opaque object.  
Find patterns in the way that the size of shadows change.

**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 pitch of sound and features of the object that produces 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

## Geography

### Human and Physical geography

Physical geography, including: mountains, volcanoes and earthquakes.

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. EXTREME EARTH, CHINA

### 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.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). EXTREME EARTH

Any omitted objectives are taught as agreed in Year 5 and 6.

### Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## French

Listen attentively to spoken language and show understanding by joining in and responding.  
Explore the patterns and sounds of language through songs and rhymes of words.  
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  
Speak in sentences, using familiar vocabulary, phrases and basic language structures.  
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  
Present ideas and information orally to a range of audiences  
Read carefully and show understanding of words, phrases and simple writing  
Appreciate stories, songs, poems and rhymes in the language  
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly  
Describe people, places, things and actions orally and in writing  
Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Physical Education

Swim competently, confidently and proficiently over a distance of at least 25 metres  
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  
Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  
Perform dances using a range of movement patterns  
Take part in outdoor and adventurous activity challenges both individually and within a team  
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Art

Create sketch books to record their observations and use them to review and revisit ideas

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Learn about great artists, architects and designers in history.

## History

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.

Ancient Egypt

Any omitted objectives are taught as agreed in Year 5 and 6.

## Religious Education

Birth and death  
Feeling accepted or rejected – Jesus and Guru Nanak  
Prayer and respect  
Special places, church, mandir  
Rules for living – dharma, commandments  
Why is there suffering in the world?  
Looking after our world – creation  
Moral stories

## Christianity and Hinduism

## Enrichment Opportunities

Pantomime  
Residential trip  
Charity events  
Workshops  
Visit from Hindu  
Sports partnership

## Computing

Programming and Games  
Developing Communication  
Accuracy Counts  
Bringing images to life  
Keeping informed  
Authoring

## Design Technology

Mechanical Systems - Levers and Linkages  
Structures - Frame structures  
Food - Celebrating culture and seasonality (including cooking and nutrition requirements for KS2)

## PSHE and SRE

Autumn 1: Being Me in My World  
Autumn 2: Celebrating Difference (including anti-bullying)  
Spring 1: Dreams and Goals  
Spring 2: Healthy Me  
Summer 1: Relationships  
Summer 2: Changing Me (including Sex Education)

## Year 4

## Music

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.



Learning Together, Learning for Life

# Junior Owls: Year B Curriculum Overview

