

Year 4 Curriculum – Summer Term Overview

<p style="text-align: center;">Religious Education</p> <p>Philosophy: What does sacrifice mean?</p> <p>Children will learn about:</p> <ul style="list-style-type: none"> • At least one interpretation of the term 'sacrifice' • The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam • Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. • Humanist views on altruism and charity, considering the reasoned approach to these. <p>Vocabulary: Altruism, commitment, sacrifice, self-sacrifice, ultimate-sacrifice, humanist, virtue, purification</p>	<p style="text-align: center;">History</p> <p style="text-align: center;">Anglo Saxons, Scots and Vikings British settlement by Anglo Saxons and Scots and the Viking and Anglo – Saxon struggle for the kingdom of England to the time of Edward the Confessor. Deep Study: Creation of England of role of society (two terms)</p> <p>Key questions: What impact did the Picts and Scots, Saxons and Vikings have on Britain and the way in which it was governed? How did everyday life in Britain change during these times? What were key turning points in the struggle between the Saxons and Vikings? How did religious views change during this time and what was the impact on society and the community? Who has the greater legacy the Romans, Saxons or the Vikings? How have the migrations of people changed Britain? Where does this fit on the class global timeline?</p> <p>Assessment questions: How does the Governance of the Vikings and Saxons still affect us today? In what ways was Britain united during this time?</p> <p>Vocabulary: settlements pagan, Viking, Scots, Saxons, warrior, trade, raider, raiding, monastery, pope, invasion, trade, archaeology, artefact, cause, consequence, change, Christianity, chronology, conquest, continuity, invasion, significance, CE/BCE, primary/ secondary source</p>
<p style="text-align: center;">Computing 1</p> <p>Creating Media – Photo Editing Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.</p> <p style="text-align: center;">Computing 2</p> <p>Programming B – Repetition in Games Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Climate Change - How are humans affecting climate?</p> <p>Knowledge: To locate the continent of Antarctica and Arctic/North Pole and use digital mapping and aerial photography (e.g. Google Maps) to deepen understanding. To understand the key physical and human characteristics of the Arctic and Antarctica and make contrasts with the United Kingdom</p> <p>Key questions: What are the main physical features of Antarctica and the Arctic? What is a biome and how does this relate to the arctic and Antarctica – tundra? What are some of the key human and physical differences between Antarctica and the Arctic and the UK and wider world.</p> <p>Assessment question: What are the key physical and human features of the Arctic and Antarctica?</p> <p>Vocabulary: perma-frost, uninhabited, iceberg, glaciers, tundra, desert, biome, polar region, Equator, Northern Hemisphere, Southern Hemisphere,</p>

<p style="text-align: center;">PSHE 1 Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <p>Key question: How can our choices make a difference to others and the environment?</p> <p>Vocabulary: Community, International, Fundraising, Values, customs, Consumer, Disability, Difference</p> <p>No Outsiders 4.5 Key learning - To look after my mental health Suggested Text: When Sadness comes To Call by Eva Eland</p> <p style="text-align: center;">PSHE 2 Health and wellbeing Keeping safe; out and about; recognising and managing risk</p> <p>Key question: How can we manage risk in different places?</p> <p>Vocabulary: Assess, Influenced</p> <p>No Outsiders 4.6 Key learning - To show acceptance Suggested Text: Julian is a Mermaid by Jessica Love</p>	<p style="text-align: center;">MFL – French</p> <p>French and the Eurovision Song Contest <i>La batterie, la flûte, la saxophone, la trompette...</i></p> <p style="text-align: center;">French food, miam, miam Un croque-monsieur, une limonade, un boisson...</p>	<p style="text-align: center;">Physical Education 1 Gymnastics including wall bars</p> <p>Children will: develop flexibility, strength, technique, control and balance.</p> <p style="text-align: center;">Physical Education 2 Tennis/ Cricket</p> <p>Children will: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	
<p style="text-align: center;">Music 1 Expression and Improvisation How Does Music Shape Our Way of Life?</p> <p>Musical learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B</p> <p style="text-align: center;">Music 2 The Show Must Go On! How Does Music Connect Us with the Environment?</p> <p>Musical learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B, B, C#</p>	<p style="text-align: center;">Science 1 Animals including Humans Teeth, Digestion and Food Chains</p> <p>Key questions: Is brushing your teeth a waste of time? Where does the food go when we eat it? How does the food we eat affect us?</p> <p>Assessment Question: What are the functions of the various parts of the digestive system? Can you construct and interpret food chains?</p> <p>Vocabulary: Digestive system, mouth, tongue, oesophagus, stomach, intestine, producer, predator, prey, canines, molars, incisors</p>	<p style="text-align: center;">Science 2 Living Things and their Habitats</p> <p>Key Questions: Why do living things rely on the stability of their environments? What happens to ... when ... is removed from their environment?</p> <p>Assessment Question: Explain how environmental changes may have an impact on living things</p> <p>Vocabulary: Classification, environment, amphibian, mammal, reptile, vertebrates, invertebrates, impact</p>	<p style="text-align: center;">Art Frida Khalo Final portrait to be drawn and the background to be created using printed paper and fabric. Children will know about the work and styles of Frida Kahlo and understand the historical and cultural development of their art forms.</p> <p>Key questions: How would you develop ideas further? Can you annotate your finished piece? Is this what you intended? What did you find difficult? How can you create form using pencil? How can you show the light and dark on your drawing? What techniques might you use to create an effect? How has Kahlo used tone or created form? What shapes/objects would you add to your collage? Why? How do we overlay and overlap?</p> <p>Vocabulary: Collage, mixed, media, found objects, textile, texture, overlay, overlap, embellishment</p>