



Year 4 Curriculum Overview: Spring Term 2020

Subject Overview (Non Cross-Curricular)				
Writing	Reading	Maths	French	Music
<ul style="list-style-type: none"> Recount. Newspaper reports. Poetry. 	<ul style="list-style-type: none"> There's a Viking in my bed Beowulf Viking Boy 	<ul style="list-style-type: none"> Length & Perimeter Area Fractions Decimals 	<ul style="list-style-type: none"> Numbers 10 - 100 My Town: <ul style="list-style-type: none"> Places Directions Shops 	<ul style="list-style-type: none"> Compose, play and perform music for a range of purposes.
Computing	PE	Science	RE	Community Time
<ul style="list-style-type: none"> Researching Scratch 	<ul style="list-style-type: none"> Swimming Gymnastics Kabaddi 	<ul style="list-style-type: none"> Sound 	<ul style="list-style-type: none"> Judaism - Beliefs & Practices Salvation 	<ul style="list-style-type: none"> Rainbow Values

Cross-curricular Topic Planning:

Topic Learning Goal: To explore reasons why people invaded and settled in Britain during the Anglo Saxon period.

Writing	Maths	Science/Music	History/Geography	Art/DT/Drama
<p>*Write for a range of purposes</p> <p>*Use paragraphs to organise ideas</p> <p>*Use simple devices to structure their writing and support the reader (e.g. headlines, captions)</p> <p>*Use capital letters, full stops, questions, commas for lists and apostrophes for contraction and singular and plural possession correctly.</p> <p>*Spell most words from Year 3 and 4 spelling list correctly.</p> <p>*Write legibly</p> <p>*Use fronted adverbials.</p> <p>*Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g the teacher expanded to the strict teacher with curly</p>		<p>*Identify how sounds are made, associating some of them with something vibrating.</p> <p>*Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>*Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>*Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>*Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>*Set up simple practical enquiries, comparative and fair tests.</p> <p>*Reporting on findings from enquires including written and oral explanations of results and conclusions.</p>	<p>*Britain's settlement by Anglo-Saxons</p> <p>*The Viking and Anglo-Saxon struggle for the Kingdom of England at the time of Edward the Confessor.</p> <p>*Use maps, atlases, globes and digital/computer mapping to locate Anglo-Saxon settlements in the United Kingdom.</p>	<p>*Recognise that sounds get fainter as the distance from the sound source increases. (Drama re-enactment).</p> <p>*Know about great artists (Seurat) in history.</p> <p>*Improve mastery of art and design techniques (drawing, painting, pointillism, stippling)</p> <p>*Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic properties.</p>

teacher)				
<p>*Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>*Evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements.</p> <p>*Read aloud their own writing.</p>				

LG: To produce a painting of a Viking Long Ship in the style of Seurat.			
Phase	Subject and Learning Goal	Skills	What does it look like?
	<p>Art</p> <p>LG: I can research a great artist from history.</p>	To use ICT to research a great artist (Seurat).	<p>Task 1: Use ICT to research a great artist (Seurat).</p> <p>Task 2: Research Pointillism and present findings to the class.</p> <p>Extension: Create your own definition of Pointillism from your research.</p>
	<p>Art</p> <p>LG: I improve my sketching techniques by drawing an image of a Viking Long Ship</p>	To improve mastery of art and design techniques including drawing and painting.	<p>Task 1: Consider perspective and scale in a drawing.</p> <p>Task 2: Sketch a Viking Long Ship.</p> <p>Extension: Evaluate you own work and suggest improvements.</p>
	<p>Art</p> <p>LG: I improve my painting techniques by using Pointillism.</p>	To improve mastery of art and design techniques including drawing and painting.	<p>Task 1: Paint the sketch of the Viking Long Ship using Pointillism.</p> <p>Extension: Evaluate others' work and provide constructive feedback.</p>
LG: To produce a composition using our understanding of how sound is produced.			
Phase	Subject and Learning Goal	Skills	What does it look like?
	<p>Science/Music</p> <p>LG: I can identify how sounds are made through vibrations</p>	To be able to identify sounds and explain how sounds are produced	<p>Task 1: Identify sounds from a sound walk around the school</p> <p>Extension: Add extra details about the nature of one of the specific sounds you have found</p> <p>Task 2: Explore instruments and identify how they produce sounds</p> <p>Extension: Write a sentence explaining how this makes sound.</p>
	<p>Science/Music</p> <p>LG: I can understand how vibrations from sound travel through a medium to the ear</p>	To explain that sounds travels by causing particles around it to vibrate	<p>Task 1: Exploring sounds with string telephones and coat hanger earphones</p> <p>Extension: What is the medium the sound is travelling through in each diagram?</p>
	<p>Science/Music</p>	To understand how we communicate with sound and	Task One: Spell your name in BSL

	LG: I can understand how we hear sounds	understand how to communicate without using verbal sounds	Extension: Can you think of any other ways to communicate without using spoken word. Task Two: Label the parts of the ear Extension: Explain the function of the outer ear
	Science/Music LG: I can find patterns between the pitch of a sound and features of the object that produced it	To identify how features of a musical instrument produce high and low pitches	Task one: Explore and identify how different instruments produce noises of different pitch Extension: Which instruments produce a high pitch? Explain how these instruments produce this high pitch using the key word 'vibration'. Task two: Investigate the difference in sounds as the length of elastic gets longer. Extension: Write a sentence describing why you think this happens
	Science/Music LG: I can find patterns between the volume of a sound and the strength of the vibrations that produced it	To understand the link between volume and vibration	Task one: use decibel meter to record yourself with instruments Extension: Explain other ways you can reduce volume Task two: Understand diagram of wave and label loud and soft sounds Extension: Explain how a sound becomes louder
	Science/Music LG: I can recognise that sounds get fainter as the distance from the sound source increases	To explore how to produce sounds of different volumes	Task one: Investigate how the distance from the source in cm affects the volume of the sound in decibels Extension: Using the word vibration, explain why sounds become quieter the further you move away from the source.
	Music LG: To compose music for a Viking battle re-enactment.	To compose music considering pitch and volume. To use notation to record music.	Task 1: Listen to the Hakka and explain why it is intimidating Task 2: Compose music for a Viking battle that would intimidate your opponent.

LG: To explore reasons why people invaded and settled in Britain during the Anglo Saxon period.

Phase	Subject and Learning Goal	Skills	What does it look like?
	History LG: To understand who Alfred the Great was and why he is an important figure in history.	To research and important figure in history. To explain why Alfred the Great is an important figure in history.	Task 1: Record 10 facts about Alfred the Great. Extension: Order the facts with the on you find the most interesting first.
	History LG: To explore a basic overview of the Anglo-Saxon period.	To understand who the Anglo-Saxons and Vikings were. To sequence events in chronological order.	Task 1: Draw an Anglo-Saxon (middle of mind map). Task 2: Create a mind map exploring the Anglo-Saxons. Extension: Create a mind map about you, comparing this to someone from this period.

	<p>History</p> <p>LG: To understand why people still inhabit Anglo-Saxon settlements today.</p>	To use maps and atlases to locate Anglo-Saxon settlements and plot on a map of the United Kingdom.	<p>Task 1: Find Anglo-Saxon settlements and plot on a map of the UK.</p> <p>Extension: Using your knowledge of 'wich', why do you think Anglo-Saxons settled in these places.</p>
	<p>History</p> <p>LG: To understand why defence was important to the Anglo-Saxons when choosing a settlement.</p>	To participate in debates, justifying your viewpoints and opinions.	<p>Task 1: To choose a settlement location and explain your reasons why.</p> <p>Extension: If you were an invader, which settlement would you attack and why?</p>
	<p>DT</p> <p>LG: To investigate the design of a Viking Long Ship.</p>	To adapt the use of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic properties	<p>Task 1: To re-label a Viking Long Ship, detailing changes you would make if it was used today.</p> <p>Extension: Explain why your Long Ship would be more effective and why.</p>
	<p>DT</p> <p>LG: To design a Viking Long Ship considering suitability of materials.</p>	To plan and evaluate a design and make changes based on feedback.	<p>Task 1: To design a Viking Long Ship considering suitability of materials.</p> <p>Extension: Peer-evaluate Viking Long Ship designs.</p>
	<p>DT</p> <p>LG: To make an effective Viking Long Ship.</p>	To use a range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic properties	<p>Task 1: To make a Viking Long Ship.</p> <p>Extension: How will you prevent your Viking Ship from sinking?</p>
	<p>Science</p> <p>LG: To conduct a fair test using my Viking Long Ship.</p>	<p>To set up a fair test.</p> <p>To make predictions.</p>	<p>Task 1: To produce an experiment investigation sheet.</p> <p>Extension: Why was the winning ship a success?</p>
	<p>Drama</p> <p>LG: To participate in a Year group Viking battle re-enactment.</p>	To participate in discussions, presentations, performances, role-play, improvisations and debates.	<p>Photos of re-enactment on school field.</p> <p>Extension: Speech bubble in role of a Viking at battle.</p>

Spring Term 2

LG: To produce an emotive diary entry as a Viking attacking Lindisfarne.

	<p>Writing</p> <p>LG: To write a diary entry from a Viking's point of view.</p>	<p>To write for a range of purposes.</p> <p>To use paragraphs to arrange ideas.</p> <p>To use fronted adverbials and expanded noun phrases.</p>	<p>Task 1: Write diary entry from a Viking's point of view at the Lindisfarne attack.</p> <p>Task 2: Edit and improve diary entry.</p>
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LG: To produce an image of a Viking's face using different mediums.

	<p>Art</p> <p>LG: To improve mastery of art and design techniques with a range of materials.</p>	To improve mastery of art and design techniques with a range of materials (pencil, charcoal, paint, clay).	<p>Task 1: Sketch a Viking in pencil focus on shading.</p> <p>Task 2: Sketch a Viking in pen focus on cross-hatching.</p> <p>Task 3: Sketch a Viking in charcoal focus on smudging.</p> <p>Task 4: Sketch a Viking in oil pastels focus on blending.</p>
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LG: To understand similarities and differences between the Anglo-Saxon period and modern day Britain.

	<p>History</p> <p>LG: To explore plants and foods that were grown and used in Anglo-Saxon times.</p>	<p>To understand how things were grown and used for different purposes in Anglo-Saxon times.</p>	<p>Task 1: Two plates – food/plants that was/wasn't available in Anglo-Saxon times.</p> <p>Extension: Which foods were not available in Anglo-Saxon times and why?</p> <p>Extension: How have plants/foods changed e.g. Anglo-Saxon carrots were white.</p>
	<p>History</p> <p>LG: To read and write using the runic alphabet.</p>	<p>To decode messages written in runes.</p> <p>To understand how writing changed during the Anglo-Saxon period due to conversion to Christianity.</p>	<p>Task 1: Read and decode a message written in runes.</p> <p>Task 2: Write a message in runes.</p> <p>Extension: Why did the Anglo-Saxons stop using the runic alphabet?</p>
	<p>Art</p> <p>LG: To understand how Anglo-Saxons used natural products to dye materials.</p>	<p>To use natural products to dye paper.</p>	<p>Task 1: Tea/coffee stain paper.</p> <p>Task 2: Paint message using runic alphabet.</p>
	<p>DT: (INSPIRE)</p> <p>LG: To produce a Viking shield to use in a battle.</p>	<p>To select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their functional properties and aesthetic properties.</p> <p>To consider the design of the shield in order to intimidate the opposition.</p>	<p>Task: Design and make a Viking shield, considering the design and colours in order to intimidate the opposition.</p>
	<p>Drama/Speaking and Listening</p> <p>LG: To participate in a Year group Viking battle re-enactment.</p>	<p>To participate in discussions, presentations, performances, role-play, improvisations and debates.</p>	<p>Photos of re-enactment on school field.</p> <p>Extension: Speech bubble in role of a Viking at battle.</p>