

Devoran School Curriculum Map: Year Four

Autumn Term 2 2023



Reading Opportunities

Odd and the Frost Giants by Neil Gaiman; Winter's Child by Angela McAllister and Grahame Baker-Smith; Thorfinn the Nicest Viking and The Awful Invasion by David MacPhail; Wilf the Mighty Worrier Saves the World by Georgia Pritchett; The Land of Roar by Jenny McLachlan; Desirable by Frank Cottrell Boyce.

Subject History <i>Were the Dark Ages really dark?</i>	Subject Religious Education <i>Incarnation / God</i>	Subject Science <i>States of matter</i>	Subject Computing <i>Audio editing</i>	Subject PSHE <i>Celebrating differences</i>
Intent	Intent	Intent	Intent	Intent
This unit addresses a number of historical and broader concepts as well as an expanding database of knowledge related to Anglo-Saxon and Viking England.	To be able to understand the impact and make connections about what the holy trinity is.	Become experts in States of Matter! Develop and showcase an understanding of all areas of states of matter, including how materials can change from one state to another, through a large range of simple practical enquiries.	Learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones).	To know that we are all unique and to learn how to treat each other respectfully.
Sequence of lessons	Sequence of lessons	Sequence of lessons	Sequence of lessons	Sequence of lessons
<ul style="list-style-type: none"> How important was religion to the Saxons and Vikings? 	<ul style="list-style-type: none"> What is the symbolism of water in Christianity? 	<ul style="list-style-type: none"> To investigate the differences between solids and liquids. 	<ul style="list-style-type: none"> I can identify digital devices that can record sound and play it back. 	<ul style="list-style-type: none"> Judging by Appearances
<ul style="list-style-type: none"> What was the art and culture like during the Dark Ages? 	<ul style="list-style-type: none"> What is the difference between 'Gospel' and a letter? 	<ul style="list-style-type: none"> To learn more about the fascinating world of gasses. 		<ul style="list-style-type: none"> Understanding influences
<ul style="list-style-type: none"> How far can we trust surviving evidence about the Saxons and Vikings? 	<ul style="list-style-type: none"> What do texts about baptism and Trinity mean? 	<ul style="list-style-type: none"> To learn how particles, behave in different states. 	<ul style="list-style-type: none"> I can use a device to record audio and play back sound. 	<ul style="list-style-type: none"> Understanding Bullying
<ul style="list-style-type: none"> What did the Vikings contribute to life at sea? 	<ul style="list-style-type: none"> How do Christians show their belief about God the Trinity in worship? 	<ul style="list-style-type: none"> To learn about the water cycle and begin to understand the terms evaporation and condensation. 		<ul style="list-style-type: none"> Problem-solving
<ul style="list-style-type: none"> How much from the Dark Ages do we use today? 	<ul style="list-style-type: none"> What links are there between Bible texts and the idea of God in Christianity. 	<ul style="list-style-type: none"> Develop understanding of the different stages of the water cycle 	<ul style="list-style-type: none"> I can plan and write the content for a podcast. 	<ul style="list-style-type: none"> Special me
				<ul style="list-style-type: none"> How we look
Composite outcome	Composite outcome	Composite outcome	Composite outcome	Composite outcome
In groups, create a podcast discussing the overarching enquiry question (link to computing)	To design a work of art that for a church called 'Holy Trinity'.	Re-enact the water cycle through dance and drama.	In groups, create a podcast discussing the overarching enquiry question (link to History).	To give an example of when a first impression changed when they got to know a person.
Impact	Impact	Impact	Impact	Impact
Children conclude Britain's narrative up to 1066 and ready to compare histories of other countries and societies.	Children understand that Christians believe that God is Trinity: God as three in one.	Children understand and recognise the main properties of solids, liquids and gasses.	This unit progresses students' knowledge and understanding of creating media.	Children will have a clear understanding of bullying behaviour and not to judge somebody based on appearance or first impression.

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Subject Music <i>Stop!</i>	Subject Art <i>Drawing exercises</i>	Subject Spanish <i>La Familia</i>
Intent	Intent	Intent
Learning is focused around one song: Stop! - a rap/song about bullying.	To create sketch books to record their observations and use them to review and revisit ideas.	To tell somebody the members, names and various ages of either their own or a fictional family in Spanish.
Sequence of lessons	Sequence of lessons	Sequence of lessons
<ul style="list-style-type: none"> Perform/share the sung chorus and rapped chorus 	<ul style="list-style-type: none"> Finish Jabberwocky booklets followed by sharing and reflection of what has been achieved. 	<ul style="list-style-type: none"> To learn how to say the various nouns for family members in Spanish.
<ul style="list-style-type: none"> Perform/share Stop! - rapped examples or beginnings of compositions or a combination of the two. 		<ul style="list-style-type: none"> To learn how to use the possessive adjective 'my' in Spanish with increasing accuracy and understanding To introduce the language required to ask and answer the target question: Tienes hermanos?
<ul style="list-style-type: none"> Perform/share Stop! - rapped examples, beginnings of own compositions or a combination of the two. 	<ul style="list-style-type: none"> Continuous line drawing 	<ul style="list-style-type: none"> To consolidate the previously learnt language and introduce the question: Cómo se llama?
	<ul style="list-style-type: none"> Backwards forwards drawing See three shapes 	<ul style="list-style-type: none"> To learn how to say and recognise numbers 1-100 in Spanish. Revise all language covered.
Composite outcome	Composite outcome	Composite outcome
Improvisations, instrumental performances and compositions	Produce creative work, exploring their ideas and recording their experience.	Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.
Impact	Impact	Impact
Improvise and compose music for a range of purposes using the inter-related dimensions of music	That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object.	Continue development of using intermediate language skills.

