

Year Four Curriculum Overview Spring Term1 2023



Reading opportunities: The Worst Witch by Jill Murphy. We will also be using a range of non-fiction books relating to our topics.

History

Which time period was the most important for medicine?

Intent

To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066,

Sequence of lessons

- 1) How did the Tudors treat illness?
- 2) How did we deal with pandemics in the past?
- 3) How and when were vaccines created?
- 4) Why is Florence Nightingale so important?
- 5) How could I set up a historic gp surgery?

Composite outcome

Host a drop-in surgery – offering medical advice to parents depending on their time period.

Impact

Children construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Religious Education

What does it mean to be a Hindu today?

Intent

To understand why it might be hard to live across two cultures and fit in with both of them.

Sequence of lessons

- 1) How do Hindus show their faith at home?
- 2) How do Hindus show their faith when they're together?
- 3) How do Hindus celebrate Diwali today?
- 4) What is it like to be a Hindu in Britain today?

Composite outcome

Create a new Union Flag incorporating elements of 21st century Britain.

Impact

Explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Science

Sound: Listen up!

Intent

Find out all you can about sound; how it travels, pitch and volume. Then investigate materials to see which will provide the best insulation against sound.

Sequence of lessons

- 1) Identify how sounds are made, associating some of them with something vibrating.
- 2) Recognise that vibrations from sounds travel through a medium to the ear.
- 3) Find patterns between the pitch of a sound and features of the object that produced it.
- 4) Recognise that sounds get fainter as the distance from the sound source increases.

Composite outcome and impact

Plan and conduct an investigation into which material best reduces the sounds we hear.

Computing

Creating media: Photo editing

Intent

Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused.

Sequence of lessons

1. I can identify changes that we can make to an image.
2. Explain what has changed in an edited image
3. Choose effects to make my image fit a scenario
4. Give examples of positive and negative effects that retouching can have on an image
5. Sort images into 'fake' or 'real' and explain my choices

Composite outcome

Use a created 'fake' image to make a publication designed to advertise their imaginary place.

Impact

Children to become aware of the computing skills involved in altering an image as well as the social responsibility and awareness they need in regards to computer imagery.

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Art

The Art of Display

Intent

See how some artists choose to display their work on "plinths" and understand how the way a work is displayed can affect the way the audience sees the work.

Sequence of lessons

1. What is a plinth?
2. Introduce an artist: Thomas J Price.
3. 4 and 5: Make dynamic figures which stand on a plinth.
6. Share, reflect and discuss.

Composite outcome

I can make a sculpture/ plinth from construction materials which shows a version of myself, using things like body position, clothes, props and fine details to give the sculpture character.

Impact

In this pathway children begin to think about two very important aspects of making art: context and presentation.

PSHE

Dreams and Goals

Intent

To be able to articulate what goals and dreams we have and understand what can be achieved when you put your mind to it.

Sequence of lessons

- 1) Hope and dreams
- 2) Broken dreams
- 3) Overcoming disappointment
- 4) Creating new dreams
- 5) Achieving goals
- 6) We did it!

Composite outcome

In groups, create a Potato Person which will be entered into a class competition to see which one is the funniest.

Impact

Children can express their own goals and dreams and can understand and contribute to the importance of community goals.

Music

Stop!

Intent

Learning is focused around one song: Stop! - a rap/song about bullying.

Sequence of lessons

- 1) Perform/share the sung chorus and rapped chorus
- 2) Perform/share Stop! - rapped examples or beginnings of compositions or a combination of the two.
- 3) 4, 5 and 6: Perform/share Stop! - rapped examples, beginnings of own compositions or a combination of the two.

Composite outcome

Perform Stop! With composed rap incorporated.

Impact

You will learn about the interrelated dimensions of music through games, singing and composing.

Spanish

Mi Familia

Intent

To tell somebody the members, names and various ages of either their own or a fictional family in Spanish.

Sequence of lessons

1. To learn how to say the various nouns for family members in Spanish.
2. To learn how to use the possessive adjective 'my' in Spanish with increasing accuracy and understanding
3. To introduce the language required to ask and answer the target question: ¿Tienes hermanos?
4. To consolidate the previously learnt language and introduce the question ¿Cómo se llama?
5. To learn how to say and recognise numbers 1-100 in Spanish.
6. Revise all language covered.

Composite outcome

Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.

Impact

Continue development of using intermediate language skills.