

# Year Four Curriculum Overview Autumn Term 2 2022



Reading opportunities: Still I Rise by Maya Angelou, Thorfinn the Nicest Viking by David MacPhail, The Misadventures of Max Crumbly: Locker Hero by Rachel Renee Russell

## History / Geography

Were the Dark Ages really dark?

### 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.

### Sequence of lessons

- 1) Was there much difference in the lives led by Saxons and Vikings?
- 2) How important was religion to the Saxons and Vikings?
- 3) How much rivalry was there between Saxons and Vikings?
- 4) How far can we trust surviving evidence about the Saxons and Vikings?
- 5) What did the Saxons and Vikings contribute to life at sea?
- 6) How much from Saxon and Viking times do we use today?

### Composite outcome

In groups, create a podcast discussing the overarching enquiry question.

### Impact

Children conclude Britain's narrative up to 1066 and ready to compare histories of other countries and societies.

## Religious Education

Incarnation / God

### Intent

To be able to understand the impact and make connections about what the holy trinity is.

### Sequence of lessons

- 1) What is the symbolism of water in Christianity?
- 2) What is the difference between 'Gospel' and a letter?
- 3) What do texts about baptism and Trinity mean?
- 4) How do Christians show their belief about God the Trinity in worship?
- 5) What links are there between Bible texts and the idea of God in Christianity?



### Composite outcome

To design a work of art that for a church called 'Holy Trinity'.

### Impact

Children understand that Christians believe that God is Trinity: God as three in one.

## Science

States of matter

### Intent

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. Take on the challenge to demonstrate your knowledge to visitors of a Science Fair.

### Sequence of lessons

- 1) To investigate the differences between solids and liquids.
- 2) To learn more about the fascinating world of gasses.
- 3) To learn how particles behave in different states.
- 4) To learn about the water cycle and begin to understand the terms evaporation and condensation.
- 5) Develop their understanding of the different stages of the water cycle.

### Composite outcome

Set up a visiting science fair and will share their knowledge of States of Matter.

### Impact

Children understand and recognise the main properties of solids, liquids and gasses.

## Computing

Audio editing

### Intent

Learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones).

### Sequence of lessons

- 1) I can identify digital devices that can record sound and play it back.
- 2) I can use a device to record audio and play back sound.
- 3) I can plan and write the content for a podcast.
- 4) I can open a digital recording from a file.
- 5) I can discuss sounds that other people combine.
- 6) I can explain that digital recordings need to be exported to share them

### Composite outcome

learners will use imovie to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files.

### Impact

This unit progresses students' knowledge and understanding of creating media,

# Year Four Curriculum Overview Autumn Term 2022

## PSHE

Celebrating differences

### Intent

To know that we are all unique and to learn how to treat each other respectfully.

### Sequence of lessons

1. Judging by Appearances
2. Understanding influences
3. Understanding Bullying
4. Problem-solving
5. Special Me
6. Celebrating Difference: how we look

### Composite outcome

To give an example of when a first impression changed when they got to know them.

### Impact

Children will have a clear understanding of bullying behaviour and not to judge somebody based on appearance or first impression.

## Art

Exploring Pattern

### Intent

This pathway aims to enable a mindful approach to working with pattern. Pupils explore how artists and designers use pattern in their own work, and then go on to explore ways in which they can create pattern in a playful way.

### Sequence of lessons

1. Slow down and tune in.
2. Inventing and exploring.
3. Choosing and completing a project over 3 weeks.  
Option 1 – Making tessellated designs  
Option 2 – Creating repeated patterns  
Option 3 – Puzzle purse
6. Reflect and discuss

### Composite outcome

Children complete one of the projects listed above.

### Impact

Children are introduced to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people.

## Music

Glockenspiel Stage 2

### Intent

This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.

### Sequence of lessons

1. Using C, D, E and F to learn and play 'Mardi Gras Groovin'.
2. Using C, D, E and F to learn and play 'Good, Better, Best'.
3. Using C, D, E, F and G to learn and play 'Two-Way Radio'.
4. Using C, D, E, F and G to learn and play 'Flea Fly'.
5. Using C, D, E and F with more complex rhythm patterns to learn and play Rigadoon.
6. Create own compositions for this stage.

### Composite outcome

Perform and share own compositions with a glockenspiel.

### Impact

Children explore and develop playing skills through the glockenspiel.

## Spanish

Mi Presento

### Intent

Children to say their name, age, how they are feeling and where they live in Spanish.

### Sequence of lessons

1. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.
2. Say your name.
3. Count to 20.
4. Say your age.
5. Say where you live.
6. Revise and assess

### Composite outcome

Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality

### Impact

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it.