

# Devoran School Curriculum Map: Year Four

Autumn Term 2023



## Reading Opportunities

The Twits by Roald Dahl, Thorffin the Nicest Viking by David McPhail, How to be a Viking by Cressida Cowell + topic related books from library

| <b>Subject</b><br>History/Geography<br><i>Who won the Battle for Britain?</i>  | <b>Subject</b><br>Religious Education<br><i>What do Hindus believe God is like?</i>   | <b>Subject</b><br>Science<br><i>It's Electric!</i>  | <b>Subject</b><br>Computing<br><i>The Internet</i>   | <b>Subject</b><br>PSHE<br><i>Being me in my world</i>  |
|--|---|---|--|--|
| <b>Intent</b>  | <b>Intent</b>   | <b>Intent</b>   | <b>Intent</b>  | <b>Intent</b>  |
| Children are introduced to the idea that people from other societies have been coming to Britain for a long time. Learn about some of the tensions involved in settlement as well as ways of life and matters that impact on us still. | To explore what people of the Hindu faith believe and what difference this makes to how they live.                                      | Learn all about electrical circuits and test materials' ability to conduct electricity. Put your knowledge of circuits on display by building your own circuit to create a buzz-wire game. You will need to impress with your electrical knowhow. | Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. | Children will learn about our school community, some of their rights as a child, how democracy works and how they can work well as a class 'team'. |
| <b>Sequence of lessons</b>   | <b>Sequence of lessons</b>  | <b>Sequence of lessons</b>  | <b>Sequence of lessons</b>   | <b>Sequence of lessons</b>   |
| 1. Where did the Angles, Saxons, Jutes, Frisians come from? Where did they settle?   | 1. What do Hindu symbols and stories show about belief in Brahman?  | 1. Explore a range of games that use electricity, and materials needed to make a simple electrical circuit.   | 1. To describe how networks physically connect to other networks.  | 1. Becoming a class 'team'.  |
| 2. How much fear did the Viking raids cause?   | 2. How many Gods are there in popular Hinduism? What can we find out about Hindu ideas about Brahman from looking at images of deities? | 2. Understand the dangers of electricity.   | 2. To recognise how networked devices make up the internet.  | 2. Being a school citizen.   |
| 3. Why did they come to Britain and move away from where they were born?   | 3. What does the Trimurti represent? Is the cycle of create/preserve/destroy important?   | 3. Identify electrical materials and components required for a buzzer to sound or a bulb to light.  | 3. To outline how websites can be shared via the World Wide Web (WWW)  | 3. Rights, responsibilities and democracy.   |
| 4. How well did they get on with each other?   | 4. What do Hindu deities show about Brahman?  | 4. Introduce a switch to a circuit  | 4. To describe how content can be added and accessed on the World Wide Web (WWW)   | 4. Rewards and consequences  |
| 5. How were the Saxons able to triumph in the years before 1066?   | 5. What can we find out about Hindu worship in the home?  | 5. Draw a scientific diagram of a circuit.  | 5. To recognise how the content of the WWW is created by people.   | 5. Our learning charter  |
| 6. Who won – Anglo-Saxons or Vikings?  | 6. What do Hindu symbols and stories show about belief in Brahman?  | 6. Explain scientific rationale behind designed circuits.   | 7. To evaluate the consequences of unreliable content  | 6. Owning or learning charter.   |
| <b>Composite outcome</b>   | <b>Composite outcome</b>  | <b>Composite outcome</b>  | <b>Composite outcome</b>   | <b>Composite outcome</b>   |
| Create a visual timeline / diagrammatic display outlining where and why groups migrated to Britain.  | Create a spider diagram for display of all the ways that Hindus believe God is like.  | Build a circuit to create a buzz-wire game.   | Evaluate online content to decide how accurate, or reliable it is, and understand the consequences of false information.                             | To contribute to, and take ownership of a whole-school learning charter.   |
| <b>Impact</b>  | <b>Impact</b>   | <b>Impact</b>   | <b>Impact</b>  | <b>Impact</b>  |
| Children develop an understanding of change, continuity, progression and regression in Britain's story.  | Children will be able to name many of the Hindu deities and explain their importance within the Hindu faith.                            | Children construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  | This unit progresses students' knowledge and understanding of networks in Year 3   | Children understand their rights and responsibilities and how these lead on to a consistent positive behaviour system at school.                   |

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| <b>Subject</b><br>Music<br><i>Mamma Mia</i>   | <b>Subject</b><br>Design and Technology<br><i>Linked to Science</i>                                | <b>Subject</b><br>Art<br><i>Storytelling through Drawing</i>  | <b>Subject</b><br>Spanish<br><i>Mi Presento</i>   |
|---|--|---|---|
| <b>Intent</b>   | <b>Intent</b>  | <b>Intent</b>   | <b>Intent</b>   |
| Children will listen and appraise the music of ABBA, learning about their structure.  | To understand and use electrical systems in products.  | This pathway aims to enable pupils to think about how they can create sequenced drawings to share or tell a story.            | Children to say their name, age, how they are feeling and where they live in Spanish                                      |
| <b>Sequence of lessons</b>  | <b>Sequence of lessons</b>   | <b>Sequence of lessons</b>  | <b>Sequence of lessons</b>  |
| 1. Sing the song.   | 1. Identify electrical materials and components required for a buzzer to sound or a bulb to light. | 1. Explore artists and share responses.   | 1. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.                            |
| 2. Sing the song and play instrumental parts within the song.   | 2. Work in a team to design and build a buzz wire game.  | 2. Use my sketchbook to record and reflect and sketch ideas from artists.   | 2. Say your name.   |
| 3. Sing the song and improvise using voices and/or instruments within the song.   | 3. Demonstrate their buzz wire game  | 3. Use line, mark making, tonal values, colour and composition  | 3. Count to 20.   |
| 4. Sing the song and perform composition within the song.   |  | 4. Use negative space and grid method   | 4. Say your age.  |
| 5. Start to prepare for the end-of-unit performance.  |  | 5. Transform my drawing to a 3D Project   | 5. Say where you live.  |
| 6. Prepare and perform end-of-unit performance.   |  | 6. Evaluate and applicate my artwork, taking photos at different angles.  | 7. Revise and assess  |
| <b>Composite outcome</b>  | <b>Composite outcome</b>   | <b>Composite outcome</b>  | <b>Composite outcome</b>  |
| Build a circuit to create a buzz-wire game  | Create a light box that lights up a poster for eye-catching effect.                                | Produce creative work, exploring their ideas and recording their experience.  | Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality. |
| <b>Impact</b>   | <b>Impact</b>  | <b>Impact</b>   | <b>Impact</b>   |
| Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities | Children will understand how typography and lighting effects can be used in marketing.             | That drawing can be used to transform a two-dimensional surface, which can be manipulated to make a three-dimensional object. | To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it.     |