

Year Four Curriculum Overview Autumn Term



Reading opportunities: Billy and the Minpins by Roald Dahl, The BFG by Roald Dahl, Thorfinn the Nicest Viking by David McPhail, How to be a Viking by Cressida Cowell

History / Geography

Invaders and Settlers

Intent

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.

Sequence of lessons

- 1) Where did the Angles, Saxons, Jutes, Frisians come from? Where did they settle?
- 2) Why did they come to Britain and move away from where they were born?
- 3) What kind of people were they?
- 4) What kind of challenges did they face when settling?
- 5) How much fear did the Viking raids cause?
- 6) Who won – Saxons or Vikings?

Composite outcome

Create a visual timeline / diagrammatic display outlining where and why groups migrated to Britain.

Impact

Children develop an understanding of change, continuity, progression and regression in Britain's story.

Religious Education

What do Hindus believe God is like?

Intent

To explore what people of the Hindu faith believe and what difference this makes to how they live.

Sequence of lessons

- 1) What do Hindu symbols and stories show about belief in Brahman?
- 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?
- 3) What does the Trimurti represent? Is the cycle of create/preserve/destroy important?
- 4) What do Hindu deities show about Brahman?
- 5) What can we find out about Hindu worship in the home?

Composite outcome

Create a spider diagram for display of all the ways that Hindus believe God is like.

Impact

Children will be able to name many of the Hindu deities and explain their importance within the Hindu faith.

Science

It's electric!

Intent

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.

Sequence of lessons

- 1) Explore a range of games that use electricity, and materials needed to make a simple electrical circuit.
- 2) Understand the dangers of electricity.
- 3) Identify electrical materials and components required for a buzzer to sound or a bulb to light.
- 4) Introduce a switch to a circuit
- 5) Draw a scientific diagram of a circuit.
- 6) Explain scientific rationale behind designed circuits.

Composite outcome

Build a circuit to create a buzz-wire game.

Impact

Children construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Computing

The Internet

Intent

Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.

Sequence of lessons

- 1) To describe how networks physically connect to other networks.
- 2) To recognise how networked devices make up the internet.
- 3) To outline how websites can be shared via the World Wide Web (WWW)
- 4) To describe how content can be added and accessed on the World Wide Web (WWW)
- 5) To recognise how the content of the WWW is created by people.
- 6) To evaluate the consequences of unreliable content

Composite outcome

Evaluate online content to decide how accurate, or reliable it is, and understand the consequences of false information.

Impact

This unit progresses students' knowledge and understanding of networks in Year 3.

Art

Sculptures with Personality, Inspired by Anglo Saxon Houses

Intent

To develop joining techniques using mixed media and observational drawings.

Sequence of lessons

- 1) Draw/record observations of Anglo-Saxon architecture.
- 2) Collect materials, patterns and textures and record as sketches/samples.
- 3) Experiment with ways of joining collected materials.
- 4) Begin to build a basic structure.
- 5) Return to observational drawings – begin to build detail on the structure focussing on detailed parts of the observation. Weaving, clay and twigs etc

Composite outcome

Build a sculpture inspired by Anglo-Saxon architecture.

Impact

Children demonstrate not only their creativity, but also their resilience, and ability to embrace ideas and approaches which put the onus on them as explorers.

Year Four Curriculum Overview Autumn Term

Design Technology Linked to Science

Intent

To understand and use electrical systems in products.

Sequence of lessons

- 1) Identify electrical materials and components required for a buzzer to sound or a bulb to light.
- 2) Work in a team to design and build a buzz wire game.
- 3) Demonstrate their buzz wire game

Composite outcome

Build a circuit to create a buzz-wire game

Impact

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

PSHE

Being me in my own world

Intent

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'.

Sequence of lessons

- 1) Becoming a class 'team'.
- 2) Being a school citizen.
- 3) Rights, responsibilities and democracy.
- 4) Rewards and consequences
- 5) Our learning charter
- 6) Owning or learning charter.

Composite outcome

To contribute to, and take ownership of, a whole-school learning charter.

Impact

Children understand their rights and responsibilities and how these lead on to a consistent positive behaviour system at school.

Music Mamma Mia

Intent

Children will listen and appraise the music of ABBA, learning about their structure.

Sequence of lessons

- 1) Sing the song.
- 2) Sing the song and play instrumental parts within the song.
- 3) Sing the song and improvise using voices and/or instruments within the song.
- 4) Sing the song and perform composition within the song.
- 5) Start to prepare for the end-of-unit performance.
- 6) Prepare and perform end-of-unit performance.

Composite outcome

Perform Mamma Mia with own compositions.

Impact

Children are confident in how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.

Spanish Yo Aprendo Espanyol

Intent

This unit introduces Spain as a country and other Spanish speaking countries. This increases the children's' intercultural awareness. .

Sequence of lessons

- 1) Introduction to Spain and Spanish speaking countries.
- 2) Asking and saying how you feel.
- 3) Asking and saying your name.
- 4) Numbers 1-10 and colours recap.
- 5) Consolidate and assess

Composite outcome

Know how to Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish

Impact

Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory.