



Year 4 Curriculum Overview

This term is History themed – History of medicines, rites and rituals

English

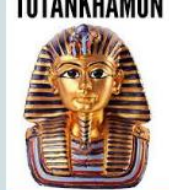
Literacy driver

Rites, Rituals & Medicine

A Time Immemorial History Book

MOWARD CARTER AND THE SEARCH FOR

TUTANKHAMUN



By Tara Tarnham & David James Ash

Class novel



Short Extracts –
The Fire Maker's Daughter (Non Linear Sequence)

Woof (Complex narrator)

Bob Cox Opening Doors to Quality Writing – The Sounds of Silence (P91)

Handwriting

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

Composition

Organise paragraphs around a theme

In narratives, creating settings, characters and plot

In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Maths

Number and place value

- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Round any number to the nearest 10, 100 or 1,000
- Count in multiples of 6, 7, 9, 25 and 1,000
- Identify, represent and estimate numbers using different representations
- Order and compare numbers beyond 1,000
- Read roman numerals to 100 (i to c) and know that over time, the numeral system changed to include the concept of zero and place value
- Find 1,000 more or less than a given number
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Count in multiples of 6, 7, 9, 25 and 1,000
- Count backwards through zero to include negative numbers
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

Addition and subtraction

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Measurement

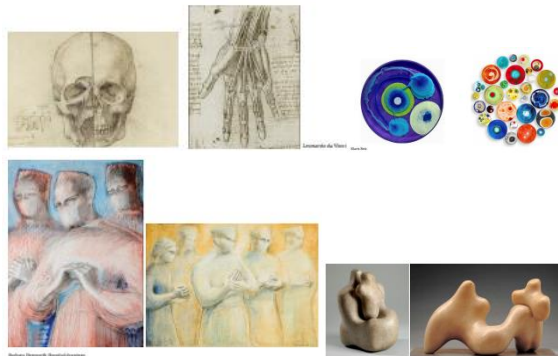
- Convert between different units of measure [for example, kilometre to metre; hour to minute]

Multiplication and division

- Recall multiplication and division facts for multiplication tables up to 12×12

	<p>Understand how writing can be different from speech</p> <p>Use language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p> <p>Write for both fictional and non-fictional purposes</p> <p>Use expanded noun phrases to describe and add detail to settings and characters</p> <p>Use co-ordinating and subordinating conjunctions</p> <p>Use prepositions to express place and time</p> <p>Use sentences with different forms in their writing, including statements, questions, exclamations and commands</p> <p>Use present, past, progressive and perfect tense verb forms mostly correctly</p> <p>Punctuation</p> <p>Demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession</p> <p>Spelling</p> <p>Spell common exception words (Year 1-2), spellings with contracted forms and Y1/2 spelling rules correctly</p> <p>Spell some words correctly (Year 3-4)</p> <p>Planning</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<ul style="list-style-type: none">• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
	<p>History</p> <p>Medicines, Rites and Rituals</p> <ul style="list-style-type: none">• In the Stone Age, people believed to stay healthy they had to keep their Gods happy. They strongly believed in the afterlife and performed ceremonies for the dead as well as offering gifts.• Ancient Egyptians thought that God healed them. They treated illnesses with herbal medicines. They prepared people for the afterlife in a process called mummification.• The Greek doctor Hippocrates codified the rules that applied to medical practitioners- that they should ‘do no harm’.	<p>Science</p> <p>States of Matter</p> <ul style="list-style-type: none">• Compare and group materials together, according to whether they are solids, liquids or gases• Observe that some materials change state when they are heated or cooled• Measure and research the temperature at which this happens in degrees Celsius (°C)• Identify the part played by evaporation and condensation in the water cycle• Associate the rate of evaporation with temperature.

	<ul style="list-style-type: none"> • Romans developed public health so that cities and towns were cleaner and healthier. Hospitals were developed to take care of sick and injured soldiers- they left behind Roman words in our medicine- e.g. medicine! • In the Middle Ages, Europe was hit by the Black Death or Plague. This was caused by bacteria and created an epidemic, which may have killed as many as 200 million people. • For many centuries another popular treatment was 'the laying on of hands, by a powerful person, such as royalty. • Medieval York was a death trap. Surgery was practised by 20 or so registered 'Barber-Surgeons' who had their own Guild. They cut hair, pulled teeth and carried out major surgical operations. • York was vulnerable to plague and disease because, as a port, it could be brought on ships to the city. • British doctor Edward Jenner (1749-1823) developed a vaccination to protect people from smallpox. • Louis Pasteur discovered that harmful bacteria also known as germs were passed through the air. This led to the development of antiseptics that were used in surgery. • X-rays were discovered in 1895 allowing doctors to see inside the body without cutting it open. • Pollution in city-centres and fear of disease created suburbs of cities where people moved to in order to be healthier • The creation of the National Health Service in 1945 invented the concept of a modern public health system where treatment was free at the point of delivery. 		
	<p style="text-align: center;">Art</p> <p><u>Artist study:</u> Leonardo da Vinci – drawings Klaris Reis – petri dish art and installations Barbara Hepworth – hospital drawings and sculptures of human form</p>	<p style="text-align: center;">Design Technology</p> <p>Textiles 2D shape to 3D project: Design and sew a pencil case</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. 	<p style="text-align: center;">Music</p> <p>Composition notation (Theme: Ancient Egypt) Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition.</p> <p>Samba and carnival sounds and instruments (Theme: South America)</p>



Skills and Media

Drawing – pencil

Line, shape and shade

Petri dish art – inks – colour and shape

Hospital drawings – use pencil and chalk pastels.

Focus on the detail in the eyes and the hands using pencil and create the bodies using pastels. How has BH created shade with pastel?

Sculpture – clay work (small) focus on shape and form.

- Produce annotated sketches, prototypes, final product sketches and pattern pieces.

Making

- Plan the main stages of making.
- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
- Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.

Evaluating

- Investigate a range of 3-D textile products relevant to the project.
- Test their product against the original design criteria and with the intended user.
- Take into account others' views.
- Understand how a key event/individual has influenced the development of the chosen product and/or fabric.
- Technical knowledge and understanding
- Know how to strengthen, stiffen and reinforce existing fabrics.
- Understand how to join two pieces of fabric together securely
- Understand the need for patterns and seam allowances.

Studying the music and culture of South America; samba and the sights and sounds of the carnival.

Computing

E Safety

Be Internet Alert

- Understand that what people tell you online isn't necessarily true.
- Learn how scams work, why they're a threat, and how to avoid them.
- Determine the validity of information and messages online and be wary of manipulation, unsubstantiated claims, fake offers or prizes and other online scams.

Physical Education

Dance


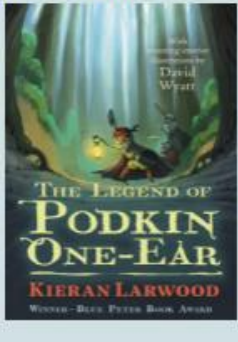
- To explore the movements of a 1980s dance, demonstrating clear dynamics
- To link the movements to form a dance
- To perform with a partner using different levels and change of direction
- To create a character and narrative within a dance
- To create an everyday activity dance sequence using visual stimuli to form a narrative
- To work as a group

Modern Foreign Language (French)



Les Sports

- Sports
- Express opinions.
- Interview people about sports they like and dislike. Revise and practise days of the week.
- Say what sports you do and play.
- Learn some common -er verbs.
- Toys
- Christmas

	<p>The internet</p> <p>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p> <p>Audio editing</p> <p>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<ul style="list-style-type: none">● To be able to change level and direction of an everyday activity dance sequence whilst applying group formation● To combine the everyday activity sequence into a group dance● To perform and evaluate a group dance sequence <p>Gymnastics</p> <ul style="list-style-type: none">● To perform a confident and powerful run-up; to perform the correct take-off for the vault● To perform the technique of jumping and landing with the use of shape jumps● To travel confidently across apparatus at different heights and inclines● To perform a front support into a shape; to perform a shape jump from a range of different heights● To link all steps of a vault together and successfully mount, travel across and dismount the vault● To perform a successful vault to the rest of the class, using a mount, travel across and dismount <p>Games – Invasion Games</p> <ul style="list-style-type: none">● Play games with some fluency and accuracy, using a range of throwing and catching techniques● Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score● Knowing the rules of the games; understand that they need to defend as well as attack; understand how strength, stamina and speed can be improved by playing invasion games● Lead a partner through short warm-up routines; watch and describe others’ performances, as well as their own, and suggest practices that will help them and others to play better.	
	<p>P.S.H.E and Character Education</p> <p>Being Me in My World: I can explain why being listened to and listening to others is important in my school community.</p>	<p>Religious Education</p> <p>What does it mean to be a Hindu in Britain today?</p>	

	<p>I can explain why being democratic is important and can help me and others feel valued.</p> <p>Celebrating Difference</p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>I can describe some ways in which Hindus express their faith through puja, and bhajans</p> <p>I can suggest at least 2 reasons why being a Hindu is a good thing in Britain today and 2 reasons why it might be hard sometimes</p> <p>I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p>
Spring	This term is science themed – Electricity and Sound	
	<p style="text-align: center;">English</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Literacy Driver <u>Electricity</u></p>  <p>Class novel</p>  </div> <div style="width: 50%;"> <p>Short Extracts – Podkin One Ear (Complex Narrator)</p> <p>Dream Variations Poem (Symbolic)</p> <p>Bob Cox Opening Doors to a Richer Curriculum – Over the Hills and Faraway (P113)</p> </div> </div> <p>Handwriting Produce legible joined handwriting</p>	<p style="text-align: center;">Maths</p> <p>Multiplication and division</p> <ul style="list-style-type: none"> Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Recognise and use factor pairs and commutativity in mental calculations Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers <p>Measurement</p> <ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares Estimate, compare and calculate different measures, including money in pounds and pence <p>Fractions including decimals</p> <ul style="list-style-type: none"> Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten Recognise and show, using diagrams, families of common equivalent fractions Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths or hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places

	<p>Composition Write for both fictional and non-fictional purposes, with a growing awareness of the reader Use expanded noun phrases and adverbials to develop descriptions of settings and characters Use a range of co-ordinating and subordinating conjunctions Use a range of adverbs to add detail to writing Use preposition phrases to expand noun phrases Use fronted adverbials Know and understand the term ‘adverbial’ Use present, past, progressive and perfect tense verb forms accurately Use pronouns and nouns to aid cohesion and avoid repetition Understand the term possessive pronoun Know an apostrophe is used for a possessive pronoun Know the term ‘determiner’ Use paragraphs or sections to organise and structure according to purpose and audience</p> <p>Punctuation Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) Use commas after fronted adverbials and with a reported clause maintain Standard English forms correctly, e.g. <i>I was</i> (not <i>I were</i>), <i>should have</i> (not <i>should of</i>), <i>ours</i> (not <i>ares</i>),</p> <p>Spelling Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)</p> <p>Editing Make simple additions, revisions and proof-reading corrections, in spelling and punctuation, to their own writing Assess the effectiveness of their own and others’ writing and suggesting improvements, e.g. changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<ul style="list-style-type: none">Find the effect of dividing a one- or two digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredthsCount up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	
	<p>History</p> <ul style="list-style-type: none">Study individuals with reference to their role in understanding electricity: Benjamin Franklin, Alessandro Volta, Michael Faraday and Thomas Edison	<p>Science</p> <p>Electrical circuits; conductors and insulators</p> <ul style="list-style-type: none">Identify common appliances that run on electricity construct a simple series electrical circuit,	<p>Geography</p> <ul style="list-style-type: none">Where famous scientists were fromElectricity usage across the globeWhere different energy types are produced

	<ul style="list-style-type: none"> • Demonstrate the progression of the ways that humans have used electricity over time 	<ul style="list-style-type: none"> • Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. <p>Sound and hearing sources; ears; sound travels.</p> <ul style="list-style-type: none"> • observe and name a variety of sources of sound, noticing that we hear with our ears. • recognise that vibrations from sounds travel through a medium to the ear. • identify how sounds are made, associating some of them with something vibrating. • recognise that sounds get fainter as the distance from the sound source increases. • find patterns between the pitch of a sound and features of the object that produced it. • find patterns between the volume of a sound and the strength of the vibrations that produced it. 	<ul style="list-style-type: none"> • Why some locations are better suited to different types of energy production, e.g. wind farms by the coast, solar power in the south of England
	<p>Art</p> <p><u>Artist study:</u> Pablo Picasso Fabric Lenny</p> <div data-bbox="168 1217 414 1528">  </div> <div data-bbox="470 1198 734 1528">  </div>	<p>Design Technology</p> <p>Shell structures using computer-aided design (CAD)</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. • Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the order of the main stages of making. 	<p>Music</p> <p>Rock and Roll Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock.</p> <p>Composition to represent the festival of colour (Theme: Holi festival) Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.</p>



Fabric Lenny

Skills and Media

Drawing and painting – shape, form, line, pattern and colour.

Oil pastels and acrylic paints, Posca pens and broad black felt tips.

Fabric Lenny works on cardboard. Below are commissioned totem poles and gargoyles.

- Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Use computer-generated finishing techniques suitable for the product they are creating.

Evaluating

- Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used.
- Test and evaluate their own products against design criteria and the intended user and purpose.

Technical knowledge and understanding

- Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.
- Develop and use knowledge of how to construct strong, stiff shell structures.
- Know and use technical vocabulary relevant to the project.

Computing

Repetition in shapes

Using a text-based programming language to explore count-controlled loops when drawing shapes.

Data logging

Recognising how and why data is collected over time, before using data loggers to carry out an investigation.

Physical Education

Dance

- To explore the movements of a dance, demonstrating clear dynamics
- To explore simple canon using movements from the (theme) dance
- To apply cumulative canon and unison to a dance
- To create a dance sequence inspired by visual stimuli
- To experiment with different levels, directions and group formations in a dance sequence
- To perform a dance sequence combining given and devised movements. To evaluate a performance giving constructive feedback

Gymnastics

Modern Foreign Languages (French)

Les Portraits

- Colours
- Conduct a survey about colours.
- Revise and practise use of 3rd person with likes and dislikes.
- Understand and perform a poem about colours.
- Use a dictionary more confidently.
- To write own poems.
- Learn some shape words.
- Describe a shape using size and colour.
- Introduce idea of position of adjectives and agreement of adjectives.
- Design a picture using 2d shapes and describe in French.
- Study the artist Matisse

	<ul style="list-style-type: none">● To travel and jump while using hand apparatus, both individually and in a pair● To balance with a piece of hand apparatus, both individually and in a pair● To twist and roll with hand apparatus, both individually and in a pair● To travel across apparatus while using hand apparatus● To create a sequence using hand apparatus● To perform a five sequence movement with a group of four, using hand apparatus <p>Games- Net and Wall Games</p> <ul style="list-style-type: none">● Keep up a continuous game, using a range of throwing and catching skills and techniques● Use a small range of basic racket skills; choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent● Choose and use a range of simple tactics for defending their own court● Adapt and refine rules; make up their own net games; understand the point of the game● Keep rules effectively and fairly● Recognise how net games make the body work● Talk about what they do well and recognise things they could do better	<ul style="list-style-type: none">● Easter
<p>P.S.H.E and Character Education</p> <p>Dreams and goals I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and have a positive attitude.</p> <p>Healthy me I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Religious Education</p> <p>What can we learn from religions about what is right and wrong?</p> <p>I can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p> <p>I can make connections between stories of temptation and why people can find it difficult to be good</p> <p>I can give examples of ways in which some inspirational people have been guided by their religion</p> <p>I can discuss my own and others’ ideas and how people decide right and wrong</p>	

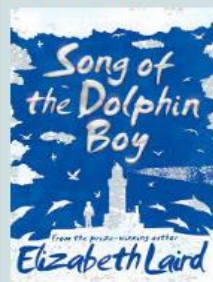
This term is geography themed - **Going with the flow (Rivers)****English****Literacy driver**
Rivers

Short Extracts -
*A Series of
Unfortunate Events
(Symbolic)

Harris Burdick
(Resistant)

Poetry

The River
Valerie Bloom

Class novel

River Journey

Moirra Andrew

Bob Cox Opening
Doors to a Richer
Curriculum – The
Island of the Nine
Whirlpools (P209)

Handwriting

Consistently produce legible joined handwriting

Composition

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

Consistently use dialogue sparingly so that it effectively adds detail to the writing

Consistently use a range of conjunctions to support cohesion within the writing

Use a range of precise vocabulary (nouns, verbs and adjectives)

Punctuation

Consistently use the full range of punctuation taught at key stage 1 and in Y3-4 mostly correctly, including inverted commas, apostrophes to mark plural possession in nouns and commas for fronted adverbials

Maths**Fractions including decimals**

- Recognise and write decimal equivalents of any number of tenths or hundredths
- Add and subtract fractions with the same denominator
- Find the effect of dividing a one- or two digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Compare numbers with the same number of decimal places up to two decimal places
- Round decimals with one decimal place to the nearest whole number
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- Solve simple measure and money problems involving fractions and decimals to two decimal places

Measurement

- Estimate, compare and calculate different measures, including money in pounds and pence
- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Convert between different units of measure [for example, kilometre to metre; hour to minute]

Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

Geometry – properties of shape

- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify lines of symmetry in 2D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry

Geometry – position and direction

- Describe positions on a 2D grid as coordinates in the first quadrant
- Plot specified points and draw sides to complete a given polygon
- Describe movements between positions as translations of a given unit to the left/right and up/down

	History	Science	Geography
	<ul style="list-style-type: none"> • Rivers have always been important to people through history. In pre-historic times, people settled along the banks of rivers, where they found fish to eat and water for drinking, cooking and bathing. • Later people found that the fertile soil along rivers is good for farming. • How civilisations and cities have formed around rivers because of earlier settlements 	<p>Animals (including humans) digestion; teeth</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. <p>Living things and their Habitats: micro-organisms and preservation</p> <ul style="list-style-type: none"> • Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. • Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats. • Give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> • A river is a large, natural stream of flowing water. No two rivers are exactly alike, yet all rivers have features in common and go through similar stages as they age, e.g. waterfalls, plunge pools, meanders, ox bow lakes etc. • The beginning of a river is the 'source'. The source may be a melting glacier, melting snow, a lake with an outflowing river, a natural spring. • From its source, a river flows downhill as a small stream, precipitation and groundwater add to the rivers flow and also by other small streams called 'tributaries'. • A river system is called a 'drainage basin' and includes the river, its tributaries and groundwater. • The end of the river is called an 'estuary'. • The flowing water of a river has the power to carve and shape the landscape. The energy comes from the force of gravity, pulling the water downward. The movement of water is called the 'current'. • Rivers were and still are used for trade, exploration and industry. • Waste linked to man's activities has caused pollution across the years, e.g. River Thames. • Extensive use of rivers over time from dumping rubbish, sewage and toxic waste from • Factories, agricultural run-off impacts on the fish and surrounding wildlife. Many pollutants take years to dissolve. • Use of dams prevent flooding or reclaim land previously submerged, to change the direction of a river or to provide electricity via hydroelectric plants. Although there are benefits to hydroelectric power plants, there are also drawbacks. • River management is the process of balancing the needs of the communities that depend on the river. • The weather can have devastating impacts on rivers flooding and drought.

Art

Artist study:
Claude Monet
Seurat (pointillism)
Thomas Moran
Katsushika Hokusai



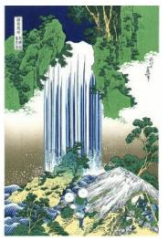
Claude Monet



Seurat - pointillism



Thomas Moran



Hokusai

Skills and Media

Painting

Use of light and dark to create movement and reflection. Different techniques used by different artists.

Can the children create a printing block to create the waterfalls? How would they create the different tones?

Design Technology

Pneumatics

Designing

- Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.

Making

- Order the main stages of making.
- Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.
- Select from and use finishing techniques suitable for the product they are creating.

Evaluating

- Investigate and analyse books, videos and products with pneumatic mechanisms.
- Evaluate their own products and ideas against criteria and user needs, as they design and make.

Technical knowledge and understanding

- Understand and use pneumatic mechanisms.
- Know and use technical vocabulary relevant to the project.

Music

Changes in pitch, tempo and dynamics (Theme: Rivers)

Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.

Haiku, music and performance (Theme: Hanami festival)

This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers.

Computing

Photo editing

Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.

Repetition in games

Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

Physical Education

Dance

- To learn the key movements of a Disco dance, demonstrating clear dynamics
- Explore simple canon using disco movements
- Apply cumulative canon and unison to a disco dance.
- Create a disco dance sequence inspired by visual stimuli
- Experiment with different levels, direction and group formations in a disco dance sequence

Modern Foreign Languages (French)

Les Portraits/ Raconte une histoire

- Describe the colour of hair and eyes.
- To understand and make up descriptions.
- To write a description with some detail.
- Describe personality.
- Learn words for parts of the face.
- Take part in a song about parts of the body.
- Compare a traditional story in French and English
- Understand and join in with a fairy story.

- Perform a disco dance sequence combining given and devised movements
- Perform and evaluate providing constructive feedback

Gymnastics

- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- To become increasingly competent and confident to perform skills more consistently
- To be able to perform in time with a partner and group
- To use compositional ideas in sequences such as changes in height, speed and direction
- To develop an increased range of body actions and shapes to include in a sequence
- To define muscles groups needed to support the core of their body
- To refine taking weight on small and large body parts, for example hand and shoulder

Games- Athletics

- Understand and demonstrate the difference between sprinting and running for sustained periods
- Know and demonstrate a range of throwing techniques
- throw with some accuracy and power into a target area
- perform a range of jumps, showing consistent technique and sometimes using a short run-up
- play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up
- compare and contrast performances using appropriate language

	<p>P.S.H.E and Character Education</p> <p>Relationships I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.</p> <p>Changing me I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>Religious Education</p> <p>Why are festivals important to religious communities?</p> <p>To make connections between stories, symbols and beliefs with what happens in at least 2 festivals. To ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). Identifying similarities and differences in the way festivals are celebrated within and between religions. Exploring and suggesting ideas about what is worth celebrating and remembering in religious communities and in my own life.</p>	