

Year 4 Curriculum – Spring Term Overview

<p>Religious Education 1 Christianity-Holy Trinity Who was Jesus? – Human and Divine Key questions: What meaning does the life and death of Jesus have for Christians? What do we mean by divine intervention? Vocabulary: The Trinity, holy spirit, disciples, temptation, baptism, miracles, healing, acts, resurrection, human, divine</p>	<p>History Anglo Saxons, Scots and Vikings British settlement by Anglo Saxons and Scots and the Viking and Anglo – Saxon struggle for the kingdom of England to the time of Edward the Confessor. Deep Study: Creation of England of role of society (two terms)</p> <p>Assessment Question Who were the Scots, Saxons and Vikings and what was their significance? Key questions: Recall Roman learning: How much of the Roman influence remained after they left? Who were the Scots, Saxons and Vikings and where did they settle? Who was buried at Sutton Hoo? (case study – using evidence) Push or Pull: Why did they settle in Britain? How important was religion to these people? How did this change over time? Were the Vikings Raiders, Settlers or Traders? Was Alfred really Great? How did we find out about the XX – is our evidence reliable? Assessment Questions How does the Governance of the Vikings and Saxons still affect us today? In what ways was Britain united during this time? Key Questions: What impact did the Scots, Saxons and Vikings have on Britain and the way in which it was governed? How did everyday life in Britain change during these times? What were key turning points in the struggle between the Saxons and Vikings? How did religious views change during this time and what was the impact on society and the community? Who has the greater legacy the Romans, Saxons or the Vikings? How have the migrations of people changed Britain? Where does this fit on the class global timeline? Elsewhere: Byzantine Empire became the New Roman Empire (during Saxons)</p>	<p>Religious Education 2 Sikhism- Guru Nanak and his teachings Key questions: What do Sikhs believe about God? What does Guru mean? What does it mean to be equal? Vocabulary: Sikhism, Sikh, Guru, everlasting, Guru Granth Sahib, Ik Onkar symbol, equal/equality</p>
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<p>Computing Computer Science Decomposing, Refining, Repeat Functions in Programs Digital Literacy Different app uses, filming/editing, limitations and functions Online Safety Analysing reliability, reporting concerns, researching safely Key Questions: What do you want your robot to do? How can you get your two programs to link together as one? Where is the error in my program? How can we decompose the program in order to find out which section the error is in? Vocabulary: algorithm, debug, physical system, decomposing, input, output, input variables, repeat functions, code</p>	<p>Geography Geographical Location and Climates Similarities and differences with UK/European continent</p> <p>Assessment Question: How does geographical location relate to climate and time zones? What are the lines of longitude and latitude? What are time zones? How do climate zones relate to Geographical location? Vocabulary: Arctic and Antarctic Circle, biome, climate change, glaciers, global warming, Prime/Greenwich Meridian, perma-frost, uninhabited, iceberg, Lines of Latitude/Longitude, sea level, pollution, tundra, Prime Meridian, polar region, Tropics of Cancer/Capricorn.</p>
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<p>RHE 1 Health and wellbeing - Feelings and emotions; expression of feelings; behaviour Assessment Question: How can we manage our feelings? Vocabulary: Aggressive, upset, happy, joyful, concerned, unhappy, calm.</p>	<p>RHE 2 Health and wellbeing Growing and changing; Puberty Key Question: How will we grow and change? Vocabulary: Virus, Disease, Routine, Confidential, Egg, Sperm, Menstruation, Wet Dreams, Puberty, Bacteria, Pubic hair, Breasts</p>	<p>MFL</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Going Shopping for food</p> <p>Key Focus: Talk about food shopping Key questions: Can you use vocabulary to talk about different foods? Vocabulary: Jai faim, Jai soif, Pomme, ananas, eouf, pomme de la terre, fromage, Going shopping for food <i>Du pain, du fromage, de la limonade, du lait, des fraises, des tomates. Qu'est-ce que tu veux ? Je voudrais...</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p>Give opinions about food and activities</p> <p>Key Focus: Food opinions Key questions: Can you take part in a short conversation saying what you would like to eat? Can you say if you are hungry or not? Vocabulary: <i>On boit, on mange, on danse, on chante, on s'amuse. J'aime..., Je n'aime pas... J'adore... Je déteste... Pourquoi... ? Parce que... J'ai faim, J'ai soif</i></p> </td> </tr> </table>	<p>Going Shopping for food</p> <p>Key Focus: Talk about food shopping Key questions: Can you use vocabulary to talk about different foods? Vocabulary: Jai faim, Jai soif, Pomme, ananas, eouf, pomme de la terre, fromage, Going shopping for food <i>Du pain, du fromage, de la limonade, du lait, des fraises, des tomates. Qu'est-ce que tu veux ? Je voudrais...</i></p>	<p>Give opinions about food and activities</p> <p>Key Focus: Food opinions Key questions: Can you take part in a short conversation saying what you would like to eat? Can you say if you are hungry or not? Vocabulary: <i>On boit, on mange, on danse, on chante, on s'amuse. J'aime..., Je n'aime pas... J'adore... Je déteste... Pourquoi... ? Parce que... J'ai faim, J'ai soif</i></p>	<p>PE1 Focus Key Questions: Vocabulary:</p>	<p>PE2 Focus Key Questions: Vocabulary:</p>
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<p>Rhythm</p> <p>Key Questions: What is the difference between duple and triple time? Vocabulary: rhythm, duple/triple time History Key Questions: What is classical music? Which pieces are familiar? Vocabulary: genre, classical, piece, composer</p>	<p>Music</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Melody/Use of Voice</p> <p>Key Questions: Explain what is meant by pentatonic/pentatonic scale? Which notes of the ordinary scale do we use to create a pentatonic scale? Vocabulary: Pentatonic, scale, breath control</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Listening and Appraising</p> <p>Key Questions: What can you hear in this piece? Do you like /dislike - why? What music do you enjoy? Why? How would you describe the timbre of this piece? Vocabulary: genre, classical, opera, pop, rap, orchestral instruments, non-orchestral instruments, timbre</p> </td> </tr> </table>	<p>Melody/Use of Voice</p> <p>Key Questions: Explain what is meant by pentatonic/pentatonic scale? Which notes of the ordinary scale do we use to create a pentatonic scale? Vocabulary: Pentatonic, scale, breath control</p>	<p>Listening and Appraising</p> <p>Key Questions: What can you hear in this piece? Do you like /dislike - why? What music do you enjoy? Why? How would you describe the timbre of this piece? Vocabulary: genre, classical, opera, pop, rap, orchestral instruments, non-orchestral instruments, timbre</p>	<p>Science</p> <p>Materials States of Matter - Heating, Cooling and Evaporation</p> <p>Key Questions: How and why are solids, liquids and gases different? Is whipped cream a solid, liquid or gas? Why is cake batter and cake so different? Where does rain come from? Vocabulary: Solid, liquid, gas, state, change, melting, freezing, boiling, evaporation, condensation, water cycle, vapour, heating, cooling Scientific working procedural knowledge: Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply</p>	<p>Art</p> <p>Suggested Theme: Environmental/Animal Art Suggested Stimulus: Oenone Hammersley Skills: Semi-abstract/Pastel/Chalk Work</p> <p>Vocabulary: Colour wheel Primary colour Secondary colour Complimentary Tint Shade -To work in the style of Oenone Hammersley to create works that represent nature and our natural environment. - Drawing: How can you create form using chalks and pastels? How can you show the light and dark on your drawing? What techniques might you use to create an effect? Vocabulary: cross-hatch, blend, shade, form, tone, composition shape, lines, angled lines, primary colour, secondary colour, bold colour, abstract, blend, fixative</p>
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