

Year 4 Curriculum – Summer Term Overview

Religious Education 1		History		Religious Education 2	
<p>Islam: Part 2: Unit 3 – Ramadan and Eid ul Fitr Assessment Question: What does Ramadan mean to Muslims? Key Questions · Why do Muslims fast during Ramadan? · How do Muslims celebrate Eid? · How can we give back to others? Vocabulary: Ramadan, Allah Fasting - Sawm Eid ul Fitr Zakat al Fitr (charity at Eid.)</p>		<p>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) Assessment Question: 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 Picts and 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) Vocabulary: settlements pagan, Viking, Scots, Saxons, warrior, trade, raider, raiding, monastery, pope, invasion, trade, archaeology, artefact, cause, consequence, change, Christianity, chronology, conquest, continuity, invasion, significance, CE/BCE, primary/ secondary source</p>		<p>Islam: Part 2: Unit 4 – Hajj – the journey of a lifetime Assessment Question: Why do Muslims go on Hajj? Key Questions: · What is a pilgrimage? · Which stories are associated with the places on Hajj? · How does the Hajj make Muslims feel they are all part of one family? Vocabulary: Hajj, pilgrim, pilgrimage, Eid ul Adha Mount Arafat</p>	
Computing			Geography		
<p>Online Safety - Evaluation of Reliability of Different Information Streams; Understanding Acceptable and Unacceptable Behaviour Online; Name a range of ways to report concerns about unacceptable content and behaviour; Research safely and effectively, being discerning about digital content; Recognise the importance of keeping information private Key Questions: What should you accept? How do I keep information private? What is reliable? Who do you go to if you have a concern? What is acceptable behaviour? What is unacceptable behaviour? Vocabulary: acceptable, unacceptable, content, privacy, consent, reliability, behaviour, digital content</p>			<p style="text-align: center;">Climate Change - How are humans effecting climate?</p> <p>Fieldwork - Antarctica Assessment Question What is the impact of climate change on the environment? Key questions: What effect are humans having on these environments? How are people effecting the climate? What does field work in Antarctica have tell us about our world's climate? Vocabulary: perma-frost, uninhabited, iceberg, glaciers, sea level, pollution, tundra, desert, biome, vegetation, polar region, Arctic and Antarctic Circle, climate change, global warming,</p>		
RHE		MFL		PE1	PE2
<p>Living in the Wider World – Caring for others; the environment; people and animals; shared responsibilities; making choices and decisions Assessment Question: How can our choices make a difference to others and the environment? Health and wellbeing Keeping safe; out and about; recognising and managing risk Assessment Question: How can we manage risk in different places?</p>		Food	Clothing	<p>Focus Key Questions:</p> <p>Vocabulary:</p>	<p>Focus Key Questions:</p> <p>Vocabulary:</p>
		<p>Key Focus: Going shopping for food Key questions: Can you take part in a short conversation in a shop, saying what you would like and asking how much it costs? Vocabulary: Du pain, du fromage, de la limonade, de la crème, des fraises, des tomates. Qu'est-ce que tu veux ? Je voudrais...</p>	<p>Key Focus: Identify and describe items of clothing Key questions: Can you describe a member of your family, including what they are wearing? Vocabulary: un pantalon, une veste, une chemise, un t-shirt, un chapeau, une jupe, blanc(he), noir(e)</p>		
Music		Science 1		Science 2	
Composition		Animals including Humans		Living Things and their Habitats	
<p>Composing Melodic and Rhythmic Ostinato Key Questions: How can you create an effective ostinato – rhythmic or melodic? Vocabulary: Ostinato, Improvisation, composition</p> <p style="text-align: center;">History</p> <p>World Music Key Questions: Compare and contrast instruments from different cultures – how are they similar/different? Vocabulary: World music–e.g. sitar, tabla, bagpipes digeridoo etc.</p> <p style="text-align: center;">Notation for a Performance</p> <p>Triads and Chords Key Questions: Which notes of the scale do we use to create a triad? Vocabulary: triad, scale, arpeggio, chords</p>		<p>Teeth, Digestion and Food Chains Assessment Question: Name and describe the key features of the digestive system Construct and interpret food chains Key Questions: Is brushing your teeth a waste of time? Where does the food go when we eat it? How does the food we eat affect us? Vocabulary: Digestive system, mouth, tongue, oesophagus, stomach, intestine, producer, predator, prey, canines, molars, incisors Scientific working procedural knowledge: Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply</p>		<p>Assessment Question: Explain how environmental changes may have an impact on living things Key Questions: Why do living things rely on the stability of their environments? What happens to ... when ... is removed from their environment? Vocabulary: Classification, environment, amphibian, mammal, reptile, vertebrates, invertebrates, impact Scientific working procedural knowledge: Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply</p>	
Melody/Use of Voice		Art			
<p>Distinguishing Between Different Types of Singing Key Questions: What is an ostinato? What is the effect of layering rhythms? How would you describe a call and response? What is the difference between duple and triple time? Recap on previous elements of rhythm that have been taught. Vocabulary: Rhythm, Ostinati, Pitch, Rhythm, Duple/triple time</p> <p style="text-align: center;">Listening and Appraising</p> <p>Critical Analysis of music Expressing Personal Opinions About Music 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 style="text-align: center;">Suggested Theme: Portraiture/self portraits Suggested stimulus: Frida Kahlo Skills: Colour, Paint, Symbolism Painting: Deepen understanding of mixing and controlling paint for effect. Build on knowledge of colour wheel and know that there are many different hues of one colour- Red vermilion/ Crimson Blue- Prussian/turquoise Vocabulary: Colour wheel Primary colour Secondary colour Complimentary Tint Shade Drawing: Drawing How can you create form using pencil? How can you show the light and dark on your drawing? What techniques might you use to create an effect? How has Frida Kahlo used tone or created form? Vocabulary: cross-hatch., blend, shade, form, tone, composition Evaluation: How would you develop ideas further? Can you annotate your finished piece? Is this what you intended? What did you find difficult?</p>			