



Year 4 Topic Overview 2020-2021

Perseverance, Courage, Co-operation, Respect, Aspiration, Responsibility

LEARN, APPLY, CELEBRATE, EVALUATE

Our curriculum at Spon Gate Primary is built upon our core values which feed into every aspect of school life to meet the varied needs of our school community.



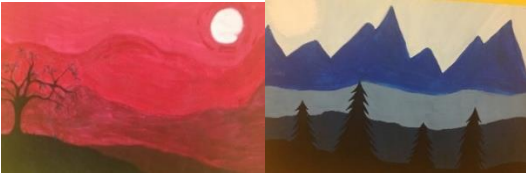


Our curriculum enables children to make memories and access a range of experiences which foster a lifelong love of learning. These allow them to be happy and successful now and in the future.

All staff are passionate about enabling each and every child achieving their personal best and therefore our curriculum is tailored, and is continually evolving, to meet the needs of every single child in our care. We aim to provide our pupils with the fundamental building blocks needed to develop the skills and knowledge of a broad and rich curriculum. A key aspect of this is teaching children to be confident readers, writers and mathematicians whilst also giving them the skills to follow their dreams and aspirations, wherever that may lead them.

Term/weeks	Autumn (15 weeks)	Spring (12 weeks)	Summer (13 weeks)
Topic Title	Invaders and Settlers	Europe	Ancient Egyptians
Curriculum Driver	History	Geography	History
Exhibition	Performance – Beowulf	European food market	Museum – Ancient Egyptians Artefacts
Enrichment	Viking Day	Continental cafe	British Museum
Quiz	Self-quizzing	Kahoot Quiz	Just a minute

Learning

<p>As historians</p>	<ul style="list-style-type: none"> - Use dates and time phrases to show chronology - Understand and use the words Anglo-Saxons, Romans and today - Understand Roman withdrawal from Britain - Know about Anglo-Saxon invasions - Understand why there might be different accounts of history (Sutton Hoo study) - Understand Britain's settlements by Anglo-Saxons - Know some ideas and attitudes of women and children from the past (Saxon jobs) - Understand Anglo-Saxon laws and justice (recompense) - Understand Anglo-Saxon art and culture (links to Beowulf) - Know about Viking raids and invasions - Understand resistance by Alfred the Great https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f - Give reasons for why things have changed and explain how past events/people have affected life today (consider Saxon farming and buildings as well as their laws) (some useful ideas on Hamilton Trust) - Presents information in a variety of ways including speaking, writing (fiction and non-fiction), computing, drama and art. - Uses subject specific language <p>(4 weeks)</p>		<p>An in depth study of Ancient Egypt</p> <ul style="list-style-type: none"> - Know where and when the first civilizations appeared - Know achievements of the earliest civilizations - Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. - Know the terms primary and secondary evidence and understand how these are different - Describe past societies and periods - Selects sources from a range of evidence to help answer a question - Presents information in a variety of ways including speaking, writing (fiction and non-fiction), computing, drama and art. - Uses subject specific language <p>(3 weeks)</p>
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<p>As geographers</p>	<ul style="list-style-type: none"> - Begin to describe and understand key aspects of human geography (types of settlements) - Know how humans features have changed over time (compare settlements) <p>(1 day)</p>	<ul style="list-style-type: none"> - Use maps to name and locate counties with a focus on Europe - Identify major cities within European countries - Study topographical features of a selected country. - Begin to describe and understand key aspects of physical geography (rivers, mountains, and vegetation belts) - Begin to understand the characteristics of selected countries in Europe including human/physical geography, traditions and cultures - Identify similarities and differences of physical features between a region of the United Kingdom and a European country/region. - Use maps, atlases and globes to locate countries and describe features studied. - Use four figure grid references to build knowledge of the United Kingdom and the wider world. - Begin to understand scaling on maps <p>(3 weeks)</p>	
<p>As artists</p>	<p><u>Textiles</u> – see DT unit</p> <p>Collage (2 days) Create a collage of a Saxon or Viking boat</p> <ul style="list-style-type: none"> - To create mood, feeling and movement - To develop skills in overlapping and layering 	<p>Drawing (1 week) Study of famous European Artist (Paul Cezanne– still life)</p> <ul style="list-style-type: none"> - To compare and describe lighting within a drawing - To begin to develop stippling techniques - To develop sketching techniques according to genre - To apply dimensions to flat image  <p>Painting (1 week) Famous European landscapes (silhouettes)</p> <ul style="list-style-type: none"> - To make different tones of one colour by adding light colours. - To use techniques to create shade - To use primary and secondary colours with the addition of black. - To use colour to reflect mood. <p>Create the scenes below but with famous European landmarks</p>  <p>http://artofthejets.weebly.com/high-school/category/tint</p>	<p>Sculpture (1 week) Create a Canopic jar</p> <ul style="list-style-type: none"> - To use selected tools to slip and score - To pinch and coil  <p>Printing (2 days) Egyptian Cartouches with Hieroglyphics</p> <ul style="list-style-type: none"> - To experiment with mono printing - To plan and create large scale block prints 
<p>As designers/makers/evaluators</p>	<p>Viking purses (to be used in performance) (1 week)</p> <ul style="list-style-type: none"> - Design a prototype before construction and make any changes needed. (see templates below) 	<p>European food to be served at food market (1 week)</p> <ul style="list-style-type: none"> - Design a product using research of previous similar products made 	<p>Mini animal storybooks for Reception children linked to Living Things and their Habitats Science unit (1 week)</p> <ul style="list-style-type: none"> - To design a product for a specific target audience

	<ul style="list-style-type: none"> - To make paper patterns/templates that use seam allowance - To pin fabrics with some accuracy - To use back stitch - To explain how well the product meets the needs of the user. 	<ul style="list-style-type: none"> - To prepare and cook a variety of dishes using a range of cooking techniques including mixing, folding and cutting - To evaluate considering the views of others (Feedback from tasters!) 	<ul style="list-style-type: none"> - To understand and use mechanical systems in a product (lever and linkages) - To evaluate as a team and suggest improvements for each other
As computer operators	<p>To be taught discreetly: Unit 4.1 – Coding (1 week) Unit 4.5 – Logo (1 week)</p>	<p>To be taught through REAL curriculum: Spreadsheets (Microsoft Excel) – Formulae (2 days) - Enter formulae for the four operations - Enter formulae to convert between measures</p> <p>To be taught discreetly: Unit 4.2 – Online Safety (Safety Internet Day) Unit 4.6 – Animation (1 week)</p>	<p>To be taught through REAL curriculum: Unit 4.7 – Effective Search</p> <p>Microsoft PowerPoint – Create a PowerPoint about Ancient Egypt (2 weeks) - Create a template for a presentation - Add new pages to a presentation - Add a text box - Add an image - Insert a hyperlink</p> <p>Unit 4.8 – Hardware (1 day)</p>
As musicians	PPA	PPA	PPA
As linguists	PPA	PPA	PPA
As scientists	<p>Sounds (1 week – stand alone)</p> <ul style="list-style-type: none"> - Understand that sound is made through vibrations by experiencing a range of musical instruments from around the world. - Investigate how pitch and volume can be changed by working with objects of different sizes - Investigate a variety of materials to identify which provides the best insulation against sound. <p>Electricity (1 week – stand alone)</p> <ul style="list-style-type: none"> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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>Changing States (1 week – Science Week)</p> <ul style="list-style-type: none"> - Explore everyday materials and explain whether they are liquid, solid or gas. - Develop simple descriptions of states of matter. - Observe changes to water when it is heated or cooled. - Explore the effect of temperature on substances (chocolate, butter) - Investigate the differences in temperature when substances change state. - Observe and record evaporation over a period of time (puddle on a playground or washing on a washing line). 	<p>Animals Including Humans (1 week – stand alone)</p> <ul style="list-style-type: none"> - Understand functions of body parts associated with the digestive system (mouth, tongue, oesophagus, stomach and small and large intestines) - Compare teeth of carnivores and herbivores and suggest reasons for the differences - Understand how to look after teeth. <p>Living Things and Their Habitats (1/2 weeks – stand alone)</p> <ul style="list-style-type: none"> - Observe a variety of living things over a year and raise questions about these. - Identify and study plants and animals in their habitat. - Identify how a habitat changes over a year - Group living things: animals, flowering plants and non-flowering plants - Group animals into vertebrates and invertebrates - Group animals into fish, amphibians, reptiles, birds and mammals - Begin to explore human impact both positive and negative on environments.
Additional requirements			
	<p>Front cover lesson (1 day) - To add text to a document using a text box</p> <p>Performance preparation – Practice, Invites, programme, tickets (2 weeks)</p>	<p>Front cover lesson (1 day) - To add a border and change the colour of a text box</p> <p>Exhibition preparation (1 week) RE Day (1 day)</p>	<p>Front cover lesson (1 day) - To move an image to the front or back of a document</p> <p>Exhibition preparation (2 days) RE Day (2 days)</p>

	RE Day (2 days) Quiz and reflection (1 day) White space lesson (2 days) Christmas play rehearsals	Quiz and reflection (1 day) White space lesson (2 days)	Quiz and reflection (1 day) White space lesson (2 days)
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