

YEAR 4 CURRICULUM OVERVIEW: SPRING 2018

| | FIRST HALF OF TERM | SECOND HALF OF TERM |
|----------------|---|--|
| HUMANITIES | <p>Europe - What are the main countries/capital cities in Europe? Can you identify and select characteristics by which to categorise popular European flags. What do you notice about the different temperatures/weather amongst the European countries? The origins of the EU. How has it expanded? What do you understand by Brexit? What are its pros and cons? Identify landlocked, water-locked and semi-locked countries what are the benefits and costs of each. Key Vocabulary: Europe, continents, capital city, geographical features, man-made, natural, water locked, land locked, population, landmarks, human and physical features.</p> <p>Prehistoric Britain - What and when is prehistory? What was life like in the Palaeolithic/Mesolithic/Neolithic period? What is the Bronze and the Iron Age? Prehistoric workshop day where children will explore the life of a child in the Stone Age-Bronze Age. Key Vocabulary (History): Pre-history, Bronze, Stone & Iron Age, archaeologist, Palaeolithic, Mesolithic and Neolithic eras, Neanderthals, Homo sapiens, Starr Carr, Stonehenge, the Romans, the Celts.</p> | |
| SCIENCE | <p>Electricity - What are our current sources of electricity? What do we need electricity for? Identify common appliances that run on electricity. What is a circuit? Construct a simple series electrical circuit. Recognise some common conductors and insulators</p> <p>What does a switch do? Identify scientific evidence: talk about how scientific views have developed over time. How can I make a bulb brighter or dimmer? Project: construct a structure using a circuit that lights up, moves or makes a sound. (this project runs into the Easter holiday)</p> <p>Key Vocabulary: electricity, circuit, switch, mains, battery, plug, mains, appliance, device, wire, crocodile clip, bulb, buzzer, connection, power, cell, danger, power, electrocute, plug, socket, safety, energy, flow, current, energy, flow, current, conductor, insulator.</p> | <p>Sound - Introduction to sound: How are sounds made? What happens to sound the further the distance from the object making the sound? Vibrations: What are they and how do they travel? Recognise that vibrations from sounds travel through a medium to the ear. Hearing sound: practical investigation to listen to the different pitches of sound and investigating the depth and distance sound travels. Investigating soundproofing: Recognise that sounds get fainter as the distance from the sound source increases. What makes good soundproofing material? Musical instruments & pitch: Identify how sounds are made, associating some of them with something vibrating. 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. Mini-Project: create effective sound proofing by making a mini-sound studio. Key Vocabulary: vibration, pitch, volume, beat, sound waves, soundproofing.</p> |
| ICT | <p>Research skills - To use technology respectfully and safely. Navigate a website and search effectively for a variety of media. Use a range of methods to plan, refine and present information and make decisions on its validity. To develop a range of word processing skills during both independent and collaborative working within a range of contexts. ICT, will be embedded in the curriculum.</p> | <p>Touch Typing - To develop skill and confidence within touch typing, developing greater familiarity with the QWERTY keyboard and a gradual fluency in touch typing. To use a computer to research, identify and select pertinent and correct information, developing confidence in presenting this in different forms. Pupils will use the BBC Dance Mats website to practice this is a free website accessible at home should they wish to practice further.</p> |
| GLOBAL STUDIES | <p>Evolution & Culture - To learn about Earth's evolution and the evolution of its many lifeforms. Where does humankind fit into this? To learn about humankind's major achievements over time. What have we achieved in my lifetime? To begin to understand the role I have in the world. To learn about Germany, its culture and language.</p> | <p>Human Development & Morality - To learn why it is so important to be environmentally green. To learn about language/communication. Why did this happen? To learn about the difference between needs and wants. To learn about values. What are they, do we all value the same things? What makes us value something? To learn about what's in the news, exploring different viewpoints of international events, debates or news stories. To learn about Italy, its culture and language.</p> |
| DRAMA | <p>The Third Thing Role play. Character. Dramatic techniques (building tension) Evaluation. Working in role. Bullying /Safety /risk elements. Speak audibly and respond to others</p> | <p>Abstract Frozen Pictures/Script work (Danny Champion of the World) - Role play. Character. Dramatic techniques. Evaluation. Improvisation. Working in role. Speak audibly. Respond to others. Understanding a script.</p> |
| MUSIC | <p>Drumming Patterns/the Symphony Orchestra - Introduction to basic drum patterns using crotchets, quavers and semiquavers. Use of feet for bass. Symphony Orchestra – structure, families, evolution and development.</p> <p>Easter Service – Prepare songs and hymns for Easter service in the second half of term.</p> <p>Composition- Children will compose a composition using the pentatonic scale (A) using instruments to include flute, violin, piano and ukulele.</p> | |
| RE | <p>The life of Christ & what we can learn from his stories. The life of Christ exploring some of his journeys during adulthood. Baptism of Jesus and why people are baptised? What are the symbols of baptism? Parables (what we can learn from them today) – Wise and Foolish Builders (what can we learn from this- is Jesus talking about building?). The Good Samaritan (who are our neighbours? How can we care for them? Do we look after those that are kind to us? Are there any others?)</p> | <p>Parables cont'd (what can we learn from them today?): The Good Shepherd (how was the Shepherd good?). The Lost Son (why did the father treat the lost son so well?) The Rich Fool (do riches bring happiness? How could we use riches?). Easter:The significance of Easter: Palm Sunday. Lent. Holy week Key Vocabulary: baptism, the Holy Spirit, Trinity, Samaritan, neighbour, caring, Parable, Lent, Palm Sunday.</p> |
| PE | <p>Gymnastics - Circuits including Climbing frame, Balance, trapeze and monkey bars. Turning forward, Turning Backwards, handstand and Cartwheel.</p> <p>Games - Tag rugby, Netball & Hockey</p> | <p>Gymnastic - Jump over the horse at level 2, Use of the mini trampoline. Variety of jumps. High jump over an elastic. Finish the term with a high jump competition.</p> <p>Games - Tag rugby, Netball & Hockey</p> |
| ARN | <p>Greek Masks. To look at and discuss the history and importance of Greek masks. To continue with making 3D Greek Theatre masks using a variety of materials and paints.</p> | <p>Trojan Horse. To look at and discuss the story of the Trojan Horse. To work in pairs to create their own interpretation of the Trojan Horse, firstly by drawing and then by applying an assortment of different shaped wood.</p> |
| FRENCH | <p>UNIT: LA MAISON TUDOR In this unit the children will learn how to: Continue applying the knowledge, skills and understanding of the language as covered in units 1 and 2. Learn about the Tudors through French, learning how to decode longer spoken and written French that is harder and unknown to them. Learn at least three adjectives in French. Tell somebody in French at least two key Tudor facts.</p> | <p>UNIT: BOUCLE D'OR ET LES TROIS OURS In this unit the children will learn how to: Recognise, understand and remember more of the new language. Increase their memory potential in French by using picture cards, word cards and phrase cards in French. Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</p> |