

Y4 Curriculum

Autumn 1			
6 pieces of work		5 pieces of work	
<p align="center"><u>History - Anglo Saxons</u></p> <p align="center"><u>Why were the Anglo-Saxons important?</u></p> <p>When were the Anglo-Saxons in England?</p> <p>Where did the Anglo-Saxons come from?</p> <p>Why did they invade?</p> <p>Why were many Anglo-Saxons farmers?</p> <p>What is the link between Anglo-Saxons and Christianity?</p> <p>What is the Anglo-Saxon legacy?</p>		<p align="center"><u>Geography UK - Map skills, physical and human characteristics of UK</u></p> <p align="center"><u>How do I use an atlas to describe our country?</u></p> <p>What is the difference between the British Isles, Great Britain and the United Kingdom?</p> <p>What is a county and how do I locate it on a map?</p> <p>What is a city and how do I locate it on a map?</p> <p>What are the main physical features of the UK?</p> <p>What are the main human features of the UK?</p>	
Autumn 2			
11.20 5 pieces of work	6 pieces of work	1 final piece of work	2 pieces of work
<p align="center"><u>Science - Sound</u></p> <p><u>Sound</u></p> <p>How are sounds made?</p> <p>How do sounds get to my ear?</p> <p>What is pitch and how is it changed?</p>	<p align="center"><u>Science - Electricity</u></p> <p>What needs electricity to work?</p> <p>What components make up an electrical circuit?</p> <p>When does an electrical circuit work and not work?</p> <p>How does a switch work?</p>	<p align="center"><u>Design and Technology - Alarms</u></p> <p><u>Design</u> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p align="center"><u>RE - What is the most important part of the Christmas story?</u></p> <p>What are the symbols of Christmas?</p> <p>What does Christmas mean to Christians?</p>

<p>How does volume change?</p> <p>What happens to sound when you get further away from it?</p>	<p>What are common insulators and conductors of electricity?</p> <p>Why is metal a good conductor?</p>	<p>Make -Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</p> <p>Evaluate - Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technological Knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products</p> <p>understand and use electrical systems in their products.</p> <p>Apply their understanding of computing to programme, monitor and control their products.</p>	
<p>Texts Beowulf - Michael Morpurgo - guided read Found! Anglo-Saxon Britain - Moira Butterfield - guided read Anglo-Saxon Boy - Tony Bradman - class read The Highland Falcon Thief - MG Leonard & Sam Sedgman - guided read Snow - Walter de la Mare - guided read The Firework Maker's Daughter - Philip Pullman - class read The Girl Who Saved Christmas - Matt Haig & Chris Mould - class read</p>			
<p>Trips</p>			

Spring 1			
4 pieces of work		1 final piece	
<p align="center"><u>History - Vikings</u></p> <p align="center"><u>Who were the Vikings?</u></p> <p>Was Britain invaded more than once?</p> <p>Where did the Vikings land and settle and why?</p> <p>Were the Anglo-Saxons and Vikings friends or enemies?</p> <p>How were the Vikings capable of over-powering the Anglo-Saxons?</p> <p>How did the Viking era come to an end?</p>		<p align="center"><u>Design and Technology - Textiles</u></p> <p>Design - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make - Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.</p> <p>Evaluate - Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technological Knowledge - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	
Spring 2			
1 final piece	3 pieces of work	3 pieces of work	2 pieces of work
<p align="center"><u>Art - Henri Rousseau</u></p> <p>- Create sketch books to record their observations and use them to review and revisit ideas.</p>	<p align="center"><u>Science - Animals inc. Humans</u></p> <p align="center"><u>How do humans process food?</u></p>	<p align="center"><u>Science - Habitats</u></p> <p align="center"><u>What classification of animals live where?</u></p> <p>How can living things be grouped together?</p> <p>What is a classification key?</p>	<p align="center"><u>RE: EASTER - Is forgiveness always possible for Christians?</u></p> <p>Did Jesus have enemies?</p> <p>Did Jesus forgive?</p>

<p>- Improve their mastery of art and design techniques, with a range of materials.</p> <p>- Learn about great artists in history.</p>	<p>What types of teeth do humans have and what are their jobs?</p> <p>What parts make up human digestive system?</p> <p>What is a food chain?</p>	<p>How can environmental change endanger living things?</p>	
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Texts *How to Train Your Dragon* - Cressida Cowell - guided read
Norse Myths: Tales of Odin, Thor and Loki - Kevin Crossley-Holland and Jeffrey Alan Love - guided read
Arrowhead - Ruth Eastham - class read
The Akimbo Adventures - Alexander McCall Smith - guided read
Running Wild - Michael Murpurgo - class read

Trips

Summer 1		
4 pieces of work	3 pieces of work	
<p align="center"><u>Geography - Rivers</u></p> <p align="center"><u>Why are rivers important?</u></p> <p>Where are the world's most famous rivers?</p> <p>What can be found along the course of a river?</p> <p>Why are most cities situated by rivers?</p> <p>How are rivers used to distribute goods around the world?</p>	<p align="center"><u>Science - States of Matter</u></p> <p align="center"><u>What is a state of matter?</u></p> <p>What is a solid, liquid and a gas?</p> <p>How do I measure temperature?</p> <p>What happens to water when it is heated and cooled?</p> <p>What is the water cycle?</p>	
Summer 2		
4 pieces of work	1 final piece	2 pieces of work
<p align="center"><u>Geography - A coastal study</u></p> <p align="center"><u>What are the geographical features of the coast?</u></p> <p>What is the coast?</p> <p>What route do I take to the coast?</p> <p>What human features can I observe?</p> <p>What physical features can I observe?</p>	<p align="center"><u>Art - Philip Grey</u></p> <p>-Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>-To improve their mastery of art and design techniques, including drawing, and sculpture with a range of materials.</p> <p>-Learn about great artists, architects and designers in history.</p>	<p align="center"><u>RE: Hinduism</u></p> <p align="center"><u>How can Brahman be everywhere and in everything?</u></p> <p>How can Brahman look like so many different things?</p> <p>How does Brahman influence Hindus?</p>
<p>Texts <i>The River Singers - Tom Moorhouse - guided read</i> <i>Journey to the River Sea - Eva Ibbotson - class read</i> <i>Flotsam - David Wiesner</i></p>		

Blueback - Tim Winton - guided read

The London Eye Mystery - Siobhan Dowd - class read

Trips - Coastal visit