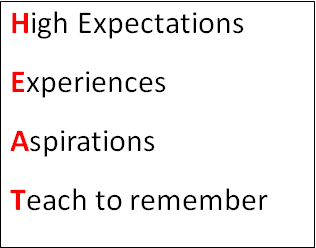
**Easton CE Academy Year 4 Curriculum**



|  | **Term 2** | **Term 3** | **Term 4** | **Term 6** |
| --- | --- | --- | --- | --- |
| **Subject** | **Geography** | **DT** | **Art** | **History** |
| **Title** | **What is it like in the Mediterranean?** | **Moving Toys** | **Pop Art** | **Invaders and Settlers** |
| Title | **Locational knowledge**  Locate some countries in Europe on a map or atlas.  Describe some European cities using an atlas.  Explain why some regions are different from others.  Describe and compare similarities and differences between some regions in Europe.  **Human and physical Geography**  Locate and describe some human and physical characteristics of the UK.  Understand the physical and human geography of the UK and its contrasting human and physical environments.  Use simple geographical vocabulary to describe significant physical features and talk about how they change.  Describe a river and mountain environment, using appropriate geographical vocabulary.  Understand how a mountain region was formed.  Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas  Describe the characteristics of settlements with different functions, e.g. coastal towns.  **Geographical skills and fieldwork**  Use maps, atlases, globes and digital/computer mapping to locate Italy and describe features studied  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including plans and graphs, and digital technologies.  Present information gathered in fieldwork using simple graphs.  Carry out fieldwork in the local area.  Mini DT project – clay models of famous landmarks | **Design**  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces  **Make**  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties  and aesthetic qualities  **Evaluate**  Investigate and analyse a range of existing toys  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use mechanical systems in their products - syringes and linkages | **Pupils are taught to:**  - create sketch books to record their observations and use them to review and revisit ideas.  - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.  - learn about great artists, architects and designers in history.    **Skills and techniques**:  Develop artistic vocabulary to discuss work  Begin to suggests improvements to own work  Include increased detail within work  Use roller and ink printing. Use simple block shapes formed by children.  Blend two colours when printing.  Experiment with screen printing.  Design and create motifs to be turned into printing block images.  Investigate techniques from paper printing to work on fabrics.  Introduce fabric block printing.  Look at Pop Art to represent popular objects from current culture (Andy Warhol)    **Knowledge about the artist:**  Andy Warhol was born in Pittsburgh, USA. After studying Fine Art at college, he moved to New York and began illustrating for magazines and creating advertisements. He eventually became a pop artist. The technique he used is called screen printing. This is creating lots of prints that look the same. He often changed the colour of the picture. He made lots of pictures of iconic people. He used very bright colours in his work. Warhol also used repeated images to make patterns.  **Diverse artist: Favianna Rodriguez: Print artist** | **Historical terms:**  Develop appropriate use of historical terms  **Sequencing the past**  Identify and sequence the different groups of people that invaded and inhabited England over a period of time  **Change and development**  Know what changed at different times in early England  Compare being a child in the Iron age with today  **Significance and Interpretations**  Explain why Roman achievements were significant  Understand and can explain why different groups of people had different views about the Romans and Boudicca  **Cause and effect**  Know how and why the Romans invaded Britain  Explain how the Roman invasion of Britain affected the world we live in today  Understand that the Romans invented many things including roads, language, central heating  Know how and why the Saxons built hill forts  **Historical skills- enquiry and sources**  **Using Sources as evidence:**  Understand how our knowledge of the past is constructed from a range of sources.  Use historical sources to answer questions  **Planning and carrying out a historical enquiry:**  Ask historical questions about the Romans  Plan how I will answer each question  Answer these questions using historical sources  **Subject content:**  The Roman Empire and its impact on Britain  Britain’s settlement by the Anglo-Saxons  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  Mini art project – line drawings/sketches of artefacts/longship |

| **Subject** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| --- | --- | --- | --- | --- | --- | --- |
| **Science** | **States of Matter** | **Power it up** | **The Big Build** | **Teeth and eating** | **Living things** | **What’s that sound** |
|  | Real life contexts: making ice cream  We are being scientists by:  Asking questions  Setting up enquiries  Measuring and observing  Recording data  Key concepts:  Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | Real life contexts: robots  We are being scientists by:  Asking questions Planning enquiry  Set up enquiry  Evaluate  Key concepts: 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 | Real life contexts: bridges in the local area (Bloc climbing trip)  We are being scientists by:  Asking questions and planning an enquiry  Set up enquiry  Observe and measure  Record  Interpret and Report  Evaluate  Key concepts:  Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. | Real life contexts: visiting the dentist  We are being scientists by:  Ask questions  Plan and set up an enquiry  Make observations  Record  Evaluate  Key concepts: Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. | Real life contexts: insects  We are being scientists by:  Ask questions  Make observations  Record  Interpret and report  Key concepts: Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things | Real life contexts: ear defenders  We are being scientists by:  Asking questions and planning enquiry  Set up enquiries  Observe and measure  Record  Interpret and report  Evaluate  Key concepts:  Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. 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. Recognise that sounds get fainter as the distance from the sound source increases. |
| **Computing** | **4.1 Coding (6)** | **4.3 Spreadsheets (5)**  **4.8 Hardware investigation (2)** | **4.2 Online safety (4)**  **4.7 Effective searching (3)** | **4.5 Logo (4)**  **4.6 Animation (3)** | **4.9 Making Music (4)**  **4.10 Artificial Intelligence** | **4.4 Writing for different audiences**  **(5)** |
|  | To review coding vocabulary and knowledge.  • To create a simple computer program.  To begin to understand selection in computer programming.  To understand how to use coordinates in computer programming  To understand the Repeat until command. • To begin to understand selection in computer programming.  To understand what a variable is in programming. | To explore how the numbers entered into cells can be set to either currency or decimal. • To explore the use of the display of decimal places. • To find out how to add formulae to a cell.  To explore how tools can be combined to use 2Calculate to make number games. • To explore the use of the timer, random number and spin button tools.  To use the line graphing tool, formatting tool in 2Calculate with appropriate data.  To understand the different parts that make up a desktop computer.  To recall the different parts that make up a computer. | To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.  To identify the risks and benefits of installing software including apps  To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.  To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.  To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives.  To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable | To learn the structure of the language of 2Logo. • To input simple instructions in 2Logo  To use 2Logo to create letter shapes  To use the Repeat command in 2Logo to create shapes.  To use and build procedures in 2Logo.  To decide what makes a good, animated film or cartoon and discuss favourite animations. • To learn how animations are created by hand. • To find out how 2Animate animations can be created in a similar way using technology.  To learn about onion skinning in animation. • To add backgrounds and sounds to animations.  • Introducing ‘stop motion’ animation. • To share animation the class blog. | To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture  To understand and experiment with rhythm and tempo.  • To create a melodic phrase.  To compose a piece of electronic music.  To understand the basic concept of artificial intelligence. • To identify real-life examples of artificial intelligence. • To recognise the impact of artificial intelligence in daily life.  To recap what is meant by the terminology artificial intelligence. • To explore how artificial intelligence can assist and benefit us in various aspects of daily life.  To understand the potential applications and impact of AI in the future. • To encourage critical thinking and creativity when thinking about the future of AI.  To understand how artificial intelligence is being used to create music and art. • To use artificial intelligence to create music and art. | To explore how font size and style can affect the impact of a text.  To use a simulated scenario to produce a news report.  To use a simulated scenario to write for a community campaign. |
| **RWV** | **What does it mean to be a Hindu in Britain today?** | | **Understanding Christianity: Gospel**  **2A.4 What kind of world did Jesus want?** | | **Why do some people think life is a journey?** | |
|  | learn about key aspects of Hindu belief and worship. What we call ‘Hinduism’ is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focussing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism.  We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.  (Link w Festival of Light – Rama and Sita story) | | Identify the stories as part of a Gospel, which tells the story of the life and teaching of Jesus.  Make clear links between the calling of the first disciples ad how some Christians today try to follow Jesus  Offer suggestions about what Jesus’ actions towards a leper might mean for some Christians  Make simple links between the Bible text and the concept of Gospel  Give examples of how some Christians try to show love to all, including how members of the clergy follow Jesus’ teaching  Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly | | Suggest why some people see life as a journey and identify some of the key milestones in this journey  Describe what happens in Christian, Jewish and or Hindu ceremonies of commitment and say what these rituals mean  Link up some of the questions and answers about how believers show commitment with their own ideas about community, belonging and belief.  Explain similarities and differences about ceremonies of commitment  Discuss and present their own ideas about the value and challenge. | |
| **PHSE** | **Being Me In My World** | **Celebrating differences** | **Dreams and Goals** | **Anxiety Curriculum** | **Relationships** | **Changing Me**  **(Opt in lessons)** |
|  | Recognise my class as a community  Know all the children in my new class  Know how good it feels to be included in a group and understand how it feels to be excluded.  Take on a role in a group and contribute to the overall outcome.  Understand how rewards and consequence motivate peoples’ behaviour. | Try to accept people for who they are  I can question why I think what I do about other people  Know how it might feel to be a witness to and a target of bullying Problem-solve a bullying situation with others  Like and respect the unique features of my physical appearance  Anti-Bullying Week | Know how it feels to have hopes and dreams  Know how disappointment feels and can identify when I have felt that way  Know how to cope with disappointment and how to help others cope with theirs  Know what it means to be resilient and to have a positive attitude  Enjoy being part of a group challenge  Internet Safety Week | Lesson 1: Our emotions  Lesson 2: How anxiety feels in our bodies  Lesson 3: The Worry Bucket  Lesson 4: It’s good to talk  Lesson 5: The Worry Monster | Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. Know how most people feel when they lose someone or something they love.  Talk about someone I know that I no longer see.  Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.  Know that I can love and be loved. | NSPCC PANTS Lesson  Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm  Correctly label the internal and external parts of male and female bodies that are necessary for making a baby  Describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  Know how the circle of change works and can apply it to changes I want to make in my life  Identify changes that have been and may continue to be outside of my control that I learnt to accept  Identify what I am looking forward to when I move to a new class |
| **PE** | Personal skills | Social | Cognitive | Creative | Physical | Health and Fitness |
|  | Real PE Unit 1: I have begun to challenge myself  I know where I am with my learning  I try several times if at first I don’t succee**d**  **PE coach: Football** | Real PE Unit 2: Social  I cooperate well with others and give helpful feedback  I am happy show and tell others about my ideas  I can help, praise and encourage others in their learning  PE coach: Rugby | Real Gym Unit 1  Cognitive  I can identify specific parts of performance to work on  I can understand ways (criteria) to judge performance  I can use my awareness of space and others to make good decisions  PE Coach: HOCKEY | Real Dance: Unit 1  Creative  I can link actions and develop sequences of movements that express my own ideas.  I can change tactics, rules or tasks to make activities more fun or more challenging  PE coach: | Real PE Unit 5: Physical  I can perform a variety of movements and skills with good body intention  I can link actions together so they can flow  PE Coach:  ATHELETICS | Real PE Unit 6: Health and fitness  I can record and monitor how hard I'm working  I can describe the basic fitness components  I can explain how often and how long I should exercise to be healthy  PE outside: CRICKET |
| **COOKING** |  | Cooking for myself |  | Cooking for my family |  | Cooking for the community |
|  |  | **Pizza**  Select from and use a wider range of tools and equipment to make a pizza  Select from and use a wide range of ingredients according to their functional properties and aesthetic qualities |  | **Kashata (Coconut Candy)** Select from and use a wide range of ingredients according to their functional properties and aesthetic qualities |  | **Pasties (cheese and onion)**  Select from and use a wider range of tools and equipment to make a  Select from and use a wide range of ingredients according to their functional properties and aesthetic qualities |

Year 4

| **Topic Title**  **+ NC outcomes** | **Term 1 and 2** | **Term 3** | **Term 4** | **Term 5 and 6** | |
| --- | --- | --- | --- | --- | --- |
| **Subject** | **Geography** | **DT** | **Art** | **History** | |
| **Title** | **Italy** | **Moving Toys** | **Pop Art** | **Invaders** | |
| Launch event | Masquerade masks  Italian food tasting – pannetone, italian cheese |  | Provide children bold colours and paper. Compare their art. Introduce Andy Warhol | Make shields / helmets **Hist** | |
| Showcase | Create a PowerPoint presentation which answers the question: What is life like in Italy?  Festival of light Term 1-  Science showcase term 2 | Show toys created  Cook for my family  D and T showcase | **Year 4 art gallery – pop art (linked to Italy)** | **History museum** | |
| Trip/visitor | **We the curious – science workshops** |  | Bloc climbing?  bikeability | Anglo-Saxon workshop day **Hist**  **Intouniversity** | |
| Special days | Festival of Light – The story of Rama and Sita (reading) and Rangoli designs (art)  **Day 1. Understand how Hindus celebrate Diwali**  **Day 2. Tell the story of Rama and Sita**  **Day 3. Create Rangoli patterns** |  | World book day- Lubna and the Pebble  International Women’s day- Women in Medicine | Art day - ?  History day- Steve stacey | |
| Cross-curricular reading | Reading factsheet about Italy **Geo** | Read instructions for experiment  **Sci**  **DT** – bridges research reading | Read about Andy Warhol and Favianna rodriguez **Art** | **History research reading –** roman soldiers and weapons, historical sources | |
| Cross-curricular writing | Persuasive brochure **Geo** |  | 2 page spread on pop art | Write up an experiment  Write diary entry on day without electricity | |
| Cross-curricular maths | **Co-ordinates and map – geo** | Measuring accurately - DT |  | **Time line and chronology – history** | |
| Oracy Outcomes | **Physical**  voice projection  clarity of pronunciation  fluency and pace of speaking  Clarity of pronunciation  **Social and Emotional**  Liveliness and flair  Listening actively & responding  Appropriately  Turn taking  **Cognitive**  summarising  Choice of content to convey  meaning & intention  Giving reasons to support views **Geo** | **Linguistic**  Appropriate vocabulary choice  **Social and emotional** Working with others, turn taking  Listening and responding **SC**  **Linguistic**  Appropriate vocabulary choice,  **Social and Emotional**  Working with others, turn taking  Listening and responding **DT** | **Social and Emotional**  Working with others Guiding or managing interactions  Turn-taking  Listening actively & responding appropriately  **Linguistic**  Appropriate vocabulary choice  **Cognitive**  Building on the views of others, Summarising **Art** | **Linguistic** Appropriate vocabulary choice  **Social and emotional**  Working with others, turn taking  Listening and responding **SC**  **Social and Emotional**  Working with others  Guiding or managing interactions  Turn-taking, Listening actively & responding appropriately  **Cognitive**  Seeking information & clarification through questions / giving reasons to support views  Critically examining ideas & views expressed **Hist** | **Physical**  Facial expression & eye contact  Fluency & pace of speaking  Body language  Gesture and posture **Hist** |
| CGW opportunities | Geo – create a presentation In groups  Geo – research famous landmarks and create a poster  Sci – make ice cream  Cooking – make pizza dough | **CGW – work as a team to test designs and compare materials DT**  **Sci – plan and set up practical enquiry** | **SCI – plan and set up practical enquiry**  **SCi – create a food chain** | **CGW – decide on a location for a settlement** | |