

Year 4
Spring Term 2023/2024 - Our Learning



Curriculum Overview - Year 4

**English
Reading**

Key text: Young, Gifted and Black by Jamia Wilson

Summary: This book shows pupils a selection of black icons from history and the present day to inspire pupils to discover what they can achieve. This is a perfect introduction to figureheads, leaders and pioneers such as Martin Luther King Jr., Nelson Mandela and Rosa Parks, as well as cultural trailblazers and athletes like Stevie Wonder, Oprah Winfrey and Serena Williams. All pupils deserve to see themselves represented positively in the books they read. Strong, courageous, talented and diverse, these extraordinary men and women's achievements will inspire a new generation to chase their dream ... whatever it may be.

Key text: Wind in the Willows by Kenneth Grahame

Summary: The Wind in the Willows is a classic children's novel written by British author Kenneth Grahame and was first published in 1908. The tales relate the adventures of several animal friends and neighbours in the English countryside - primarily Mole, Rat, Toad, and Badger. Although the animals converse, philosophise, and behave like humans, each creature also retains its distinctive animal habits. In addition to the main narrative, which primarily chronicles the adventure and misadventures of Toad, the novel contains several short stories featuring Mole and Rat. The language is rich with poetry interwoven into the story and a strong theme of friendship is celebrated throughout.

**English
Writing**

Writing

This term, we will focus on writing poems which explore form, an explanation text, critical analysis of narrative poetry, a persuasive piece of writing and an adventure story written in the third person. We will learn the features of each narrative and consider our audience and purpose for our writing. For each of our writing units, we will have a particular focus on planning, drafting and editing. We will give particular consideration to grammar, punctuation and spellings throughout the lessons and at the editing stage. Our writing will link to our other subject areas and we will aim to be inspired to write as part of our wider studies.

Mathematics	<p>We will learn about the following topics:</p> <ul style="list-style-type: none"> • calculating with multiplication and division; • fractions; • time; • decimals; • area and perimeter.
Science	<p>States of Matter (Curriculum Link - Design & Technology)</p> <p>We will begin this unit by exploring the properties of ice. We will learn how ice can change into different states of matter and discuss the properties of solids, liquids and gases, including their particle arrangement. We will learn which materials can change state, how they change state, and if these changes are reversible or irreversible. As part of this, we will investigate if a gas has any mass by experimenting with fizzy drinks. Later in the unit, we will learn about melting and boiling points when carrying out an investigation to change butter and chocolate to a different state.</p>
	<p>States of Matter: The Water Cycle (Curriculum Link - Geography)</p> <p>We will think carefully about what we know about the weather (snow, rain, ice) and how this links in with what we have learnt about states of matter. We will look at everyday examples of when water evaporates and condenses, for example, clothes drying and water puddles disappearing. As part of our science and geography learning, we will explore the different states and stages in the water cycle by closely looking at precipitation, condensation and evaporation.</p>
Art	<p>Art Strand: Portraiture: Sculpture & Drawing: Ancient Egyptian Art (Curriculum Link - History)</p> <p>In this unit we will contemplate the minds of other people. This is through examining the clues provided by the artist's depiction of the person's features and expression, together with the style, tones and techniques used by the artist. We will use our sketchbooks, being curious, having the urge, impulse and desire to find out more about Egyptian portraiture and the history of Egyptian art and the influence it has had on western art. We will create a self portrait in the style of Neferatiti's bust using a variety of drawing materials, practising drawing quick, light lines (sketching) and more deliberate, measured lines, using ink pens and oil pastels. We will also design and make a 3D form of King Tutankhamun's burial mask, using paper mache, card, newspaper and paint and understand how to finish and present our work to a good standard.</p>

	<p>Art Strand: World Art: Drawing: Ancient Egyptian Art (Curriculum Link - History)</p> <p>This world art strand aims to support our children's cultural, social and geographical understanding. We will study the works of Egyptian muralist Alaa Awad, giving more complex personal opinions about his artwork. Using our sketchbooks, we will develop the ability to accurately identify and render (draw /paint realistic) 2D and 3D geometric shapes when drawing from observation and using secondary sources of pictures from the first dynasty, sculptures from the fourth dynasty and applied art from the New Kingdom, becoming aware of proportion and scale. We will design canopic jars using different drawing media and use evaluation to understand what we need to do to improve and that all artists do this.</p>
Computing	<p>Creating Media: Animation</p> <p>During this unit, we will build the skills to create a stop frame animation that we will share with Year 3 children. As part of this unit, we will begin by learning about simple animation techniques and create our own animations using a flip book. We will then create a storyboard showing characters, settings and events in our own stop frame animation using chromebooks. For our animation, we will use our learning of Ancient Egypt to create a setting and characters that are linked to Ancient Egypt. Finally, we will conclude with adding other types of media to our animation, such as music and text.</p>
	<p>Creating Media: Logo- 3D design and Floor Plans</p> <p>Linked to our dreams and Goals personal development unit this term and our previous unit on being me in my world, we will create a 3D model of our "Dream Bedroom" using the 3D design software, Tinkercad. As part of this unit, we will learn how to use the workplane tool and how to combine solid and hollow shapes to create new objects. We will practise accurately controlling the tinkercad camera in order to carefully modify shapes.</p>
Design and Technology (DT)	<p>Textiles: Combining Materials (Curriculum Link - Science)</p> <p>Our key question for this unit is, 'How can you make a box out of cloth?' In this unit, we will explore ways to stiffen fabric. After testing different solutions, our final task will be to create a box out of fabric to hold special objects for pharaohs in their final burial chamber. Throughout this unit, we will understand how fabric can be stiffened by using different solutions, and we will understand that stiffened fabric can hold a form and keep its shape. This DT project will introduce us to key learning that will take place in our science unit on Materials in Year 5 where we will learn about solubility, dissolving and different solutions.</p>

Geography	<p>Human and Physical Geography: Re-visit Rivers -The River Nile (Curriculum Link - History)</p> <p>In this unit, we will learn about how the Ancient Egyptians used The River Nile, and we will explore why the river was so important for the Ancient Egyptian civilisation. We will also look at the features of The River Nile and compare this to our prior learning of The River Thames.</p>
History	<p>The Achievements of the Earliest Civilisations- Ancient Egypt</p> <p>In this unit, we will begin by looking at some of the earliest civilisations and their achievements, such as the Ancient Sumer and Indus Valley civilisations. We will understand that the key components needed for any civilisation are: a food supply, a social structure, a government, a religious system, advances in technology, a distinct culture and a developed written language. We will learn who the Ancient Egyptians were, where they lived and what led them to settle along The River Nile. We will discuss the Old Kingdom, the Middle Kingdom and the New Kingdom and investigate who was important during these time periods and what their achievements were. In addition to this, we will discover how the Ancient Egyptians wrote as a form of communication and understand their beliefs in different gods and the afterlife. Finally, we will look at Howard Carter's astonishing discovery of Tutankhamun and investigate how this discovery helped archaeologists to understand the life and beliefs of people during the Ancient Egyptian period.</p>
Foreign Language (German)	<p>Weather</p> <p>Pupils will learn key vocabulary relating to the weather before listening to and creating their own weather reports. This is reinforced through a fun song and some games.</p> <p>Clothes and Karneval</p> <p>We will compare and contrast events for Shrove Tuesday in the UK with Carnival (Karneval/Fasching), celebrated in German speaking countries, to find similarities and differences. We will learn German words for various clothes before dressing up in outfits in order to use full sentences to describe what their peers are wearing. The unit will end with a fashion show alongside oral presentations and written descriptions including adjectives</p>
Music	<p>We work in partnership with Sing Education to deliver our music curriculum.</p> <p>The school's subject leader oversees the music curriculum and our work with Sing.</p> <p>This term our themes are:</p> <p>Ensemble skills 2: Melody and Accompaniment</p> <p>Composition skills 2: Pentatonic Phrases and Rhythm Sequences</p>

PE	Real PE Unit 4: Creative We will learn: <ul style="list-style-type: none"> • a variety of sending and receiving skills with different pieces of equipment. • to make up our own version and rules to make games easier or more challenging. • to work as individuals, pairs and teams to improve our skills.
	Tag Rugby We will learn: <ul style="list-style-type: none"> • The basic rules of playing tag rugby • To understand how to tag, dodge and pass in a game of tag rugby • to understand and implement different tactics to outwit an opponent in both games. • to play small modified games using skills and techniques learnt.
	Real PE Unit 3: Cognitive We will learn: <ul style="list-style-type: none"> • to improve our individual ball skills through performing a variety of challenging activities. • to show control when balancing in different ways. • to explain what we can do well and what we need to improve on.
	Net and wall games We will learn: <ul style="list-style-type: none"> • to develop our techniques of the forehand and backhand shots. • to play rallies along the floor and in the aim with control and accuracy. • to put these shots and techniques into game situations.
Personal Development	Dreams and Goals In this unit, we will share our hopes and dreams and understand that sometimes hopes and dreams do not come true. We will learn to know how to cope with disappointment and how to help others cope with theirs. Later in the unit, we will understand what it means to be resilient and to have a positive attitude, and to use these qualities to make a new plan and set new goals even after having been disappointed.

	<p>Healthy Me</p> <p>In this unit, we will recognise how different friendship groups are formed, how we fit into them and recognise the friends we value the most. We will also develop an awareness of how different people and groups impact us and recognise the people we want to be friends with. Later in the unit, we will explore how to recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from ourselves and others.</p>
<p>Religious Education (RE)</p>	<p>Christianity: Easter</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>We will learn:</p> <ul style="list-style-type: none"> • to understand why the Easter Story is important to Christians. • to investigate how Jesus' life, death and resurrection impacts on a Christian's understanding of forgiveness. • to show an understanding of how Christians believe God can help them show forgiveness. • to discuss help we may need to show forgiveness.