

**Year 4**  
**Summer Term 2021/2022 - Our Learning**



**Curriculum Overview - Year 4**

**English  
Reading**

**Key text: Viking Boy by Tony Bradman**

**What is the book about?**

We read about Gunnar, the son of an Anglo-Saxon chieftain, living peacefully on his family's farm until one day it is raided by Skuli and his Wolf Men who burn his home to the ground and take his father's life. Gunnar swears an oath to avenge his father's death and save his mother from Skuli – but first he must run to save himself. What happens next?

**Key text: The Vikings - Raiders, traders and Adventurers by Marcia Williams**

**What is the book about?**

We travel back in time to the Viking age and meet legendary warriors, daring explorers and quick-witted gods with their incredible stories of Viking raids, conquered kingdoms and dramatic battles. It is written by Marcia Williams, an award-winning author and illustrator and is packed full of colourful comic-strips, facts and jokes.

**Key Text: The Jabberwocky by Lewis Carroll**

We enjoy the nonsense poem, Jabberwocky, by the famous author Lewis Carroll. It is about a fearsome creature that attacks with its teeth and claws and is described in detail in Carroll's poem. What does it look like? What happens?

**Key text: Varjak Paw by SF Said**

**What is the book about?**

We read about the adventures of Varjak Paw, a pampered, Mesopotamian Blue cat from a large family. He lives comfortably inside a large, grand house where he has spent all his life until he is forced to venture beyond the garden wall to save his family from the mysterious gentleman and his two evil cats. He sets out into the world and learns to survive in a city full of gangland cats, dangerous dogs and mysterious vanishings. What happens when he discovers the awful secret behind the vanishings?

	<p><b>Key text: The Girl who Stole an Elephant by Nirzana Farook</b></p> <p><b>What is the book about?</b></p> <p>In this adventure story we meet Chaya, a young girl living in the Sri Lankan village of Nirissa. She is driven by a deep sense of fairness and the desire to help others and does so on the back of an elephant. She is a no-nonsense, outspoken hero who resolves to overthrow the King and restore a fairer and kinder way of life.</p>
<p><b>English Writing</b></p>	<p><b>Narratives: A diary entry, a persuasive piece of writing, an adventure story and poetry</b></p> <p>This term we are focusing on writing a diary entry, a persuasive piece of writing, an adventure story and poetry. We learn the features of each narrative and consider our audience and the purpose for the writing. For each of our writing units we follow the four stages of planning, drafting, editing and publishing. We give particular consideration to grammar, punctuation and spellings at the editing and publishing stage. Our writing links to our other subject areas and we aim to be inspired to write as part of our wider studies.</p>
<p><b>Mathematics</b></p>	<p><b>We learn about the following topics:</b></p> <ul style="list-style-type: none"> <li>● Solving measures and money problems</li> <li>● Shape and symmetry</li> <li>● Position and direction</li> <li>● Reasoning with pattern and sequences</li> <li>● 3D shapes</li> </ul>
<p><b>Science</b></p>	<p><b>States of Matter / Food and Drink / DT Curriculum Link</b></p> <p>We begin this unit eating ice lollies on the school field and exploring the properties of ice. We learn how ice can change into different states of matter and discuss the properties of solids, liquids and gases, including their particle arrangement. We learn which materials can change state, how they change state, and if these changes are reversible or irreversible. As part of this, we investigate if a gas has any weight by experimenting with fizzy drinks. Later in the unit, we learn about melting and boiling points when carrying out an investigation to change chocolate to a different state.</p> <hr/> <p><b>States of Matter / The Water Cycle / Geography Curriculum Link</b></p> <p>We 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 look at everyday examples of when water evaporates and condenses, for example, clothes drying and water puddles disappearing. We explore the different states and stages in the water cycle by closely looking at precipitation, condensation and evaporation.</p>

<p><b>Art</b></p>	<p><b>Art Strand: World Art. Curriculum Subject Link: Viking Art - History</b></p> <p>Sketchbooks are used to practise and try out ideas and techniques. We make records of the world around us, looking at Norse art, examining the seven distinct styles. We examine and discuss how religion permeated life in the Viking Age and was especially important in Viking art. Using artefacts from the British museum, we draw an initial design of a Viking shield and create a full size prototype using heavy duty cardboard and paints, exploring how colour has light and dark values and how it can be used to make colours lighter or darker, creating more vibrant paintings. We explore how Vikings followed a pagan religion with many gods and goddesses. We design a piece of jewellery or an amulet, such as Thor’s hammer. We use an initial drawing to create a print relief of an amulet. We create a simple motif printing block and experiment printing complex patterns with mathematical visual precision. We take photographs and videos and use digital media as a way to re-see our work.</p>
<p><b>Computing</b></p>	<p><b>Programming: Scratch - Repetition in Games. History Curriculum Link</b></p> <p>We learn:</p> <ul style="list-style-type: none"> <li>- to explore the concept of repetition in programming using Scratch; and</li> <li>- look at the difference between count-controlled and infinite loops, using our knowledge to modify existing animations and games using repetition.</li> </ul> <p>Our final project is to apply our knowledge of the Viking invasion to design and create a Viking game which uses repetition, applying stages of programming design throughout.</p> <p><b>Data and Information: Collecting and presenting data. Maths and Science Curriculum Links</b></p> <p>In this unit, we revisit graphs previously created during our science unit on sound. We then collect and present our own data showing the time taken for water to evaporate. We learn how to use a spreadsheet, and how it is useful and then collaborate with our friends to present this information on a line graph using both traditional and digital methods. Together, we decide which method we would prefer to use in the future and why. Finally, we practise presenting information to each other using presentation software to illustrate our findings. This unit allows us to review and consolidate our maths data handling learning as well as consolidating our understanding of evaporation within the water cycle.</p>
<p><b>Design and Technology (DT)</b></p>	<p><b>Electrical Systems: circuits and switches. Curriculum Link: Science</b></p> <p>Linked to our science unit on electricity, we are given the chance to explore circuits independently in order to design and create a game which needs to have a buzzer, light and switch. We apply our knowledge of electrical circuits to ensure our game has a complete circuit, in addition to designing a suitable switch for our game.</p>

	<p><b>Textiles: Combining materials</b></p> <p>After learning about the Viking way of life, we design and create a Viking pouch. We explore and identify the different functions of fasteners and reflect on the advantages and disadvantages of using certain fasteners. As part of this, we learn sewing techniques to sew a button onto a piece of fabric. We choose an appropriate fastener for our pouch or purse. As an end to this unit, we evaluate our outcome and consider further improvements that could be made.</p>
<p><b>Geography</b></p>	<p><b>Settlements</b></p> <p>Following on from learning about settlements and trade links linked to the River Nile, we investigate Viking settlements, focussing on where Vikings came from, where they travelled and raided, and where they settled. We build on prior learning from previous units of work to explore reasons for settling in certain areas. We then move on to explore different types of settlements in modern Britain, and explore the legacy left behind by the Anglo Saxons and Vikings, including place names.</p>
<p><b>History</b></p>	<p><b>The Impact of the Vikings on Anglo-Saxon Britain</b></p> <p>We continue to develop our understanding of invaders and settlers. We start by investigating the timeline of the Vikings, considering events that happened during Viking times and how they can be placed in the overall history of Britain. Having learned about where Vikings came from, where they travelled and raided, and where they settled, we refer back to our prior learning about invaders. We consider what everyday life would look like for a Viking and compare this to modern day living. We learn about some of the Viking gods, refer back to the importance of gods in other periods of history (in particular Ancient Egyptians). We learn about how some 'kings' in Britain dealt with the Viking invaders.</p>
<p><b>Foreign Language (German)</b></p>	<p><b>School things</b></p> <p>We learn:</p> <ul style="list-style-type: none"> <li>● that an important part of every German child's first day of school is the "Schultüte," or <b>school cone</b>. The school cone is filled with sweets and presents to use at school such as pencils and rulers. It is a tradition that dates back to the early 19th century;</li> <li>● about the German names for our school equipment;</li> <li>● to make mini cones to present to Year 2 to introduce them to the German lessons they will begin in Year 3;</li> <li>● school subject names before writing a personal profile about ourselves including our name, age, where we live etc.;</li> <li>● to translate German into English and describe pictures focusing on the correct use of verbs; and</li> <li>● by playing fun games and songs to reinforce the new words and traditions learnt.</li> </ul>

	<p><b>Schleswig. Curriculum Link: History - The Vikings</b></p> <p>We link what we are learning in our German lessons with our history unit on The Vikings. We have another look at the town of Schleswig, focussing on the huge Viking settlement of Hedeby / Haithabu. This gives us an opportunity to demonstrate all that we have learnt this year as we use our German writing and speaking knowledge to describe the pictures of the Viking settlement in Germany.</p>
<p><b>Music</b></p>	<p>We work in partnership with <a href="#">Sing Education</a> to deliver our music curriculum. Ms Mitchell is our subject leader and she oversees the music curriculum and our work with Sing. This term our themes are:</p> <p><b>Painting with sound</b></p> <p><b>Elements of music</b></p> <p>More information about what is taught this term can be found on the school website. Please make reference to music within the subject section on the school website.</p>
<p><b>PE</b></p>	<p><b>Real PE Unit 2: Social</b></p> <p>We learn:</p> <ul style="list-style-type: none"> <li>● to further develop social skills including guiding a small group through a task and giving supportive feedback to others; and</li> <li>● to develop jumping and landing combinations and explore static balance through a range of games such as stepping stones.</li> </ul> <hr/> <p><b>Athletics</b></p> <p>We learn to:</p> <ul style="list-style-type: none"> <li>● develop sprinting techniques and to pace ourselves over longer distances;</li> <li>● practise throwing the javelin and shot put with a good technique, jump a distance and compete in competitive situations especially the school sports day!</li> </ul> <hr/> <p><b>Real PE Unit 6: Health and Fitness</b></p> <p>We learn:</p> <ul style="list-style-type: none"> <li>● health and fitness skills through agility and static balance;</li> <li>● to develop our agility through ball chasing, and static balance is explored through floor work focusing on stances;</li> <li>● to explain why we need to warm up and cool down before and after exercise.</li> </ul>

	<p><b>Striking and Fielding</b></p> <p>We learn:</p> <ul style="list-style-type: none"> <li>● to explore striking and fielding through a range of activities;</li> <li>● to explore the basics of fielding and ball handling with a focus on throwing and catching the ball with accuracy;</li> <li>● to develop our batting and bowling skills focusing on gripping the ball properly and incorporate fielding skills;</li> <li>● to practise the skills learnt in a game situation.</li> </ul>
<p><b>Personal Development</b></p>	<p><b>Relationships</b></p> <p>We learn:</p> <ul style="list-style-type: none"> <li>● to recognise how people might be feeling when they miss a special person or animal;</li> <li>● to give suggestions to each other of ways that might help us manage those feelings;</li> <li>● to explain how to be safe online.</li> </ul>
	<p><b>Changing Me</b></p> <p>We learn:</p> <ul style="list-style-type: none"> <li>- to explore our characteristics - where do they come from?!</li> <li>- to discuss and make suggestions about how we might manage our feelings when changes happen;</li> <li>- to understand the aspects of our transition to Year 5 and some of the emotions that we may experience.</li> </ul>
<p><b>Religious Education (RE)</b></p>	<p><b>Sikhism</b></p> <p>We learn about the religion of Sikhism:</p> <ul style="list-style-type: none"> <li>● explore ideas about God (Ik Onkar) and key teachings including beliefs in life and actions;</li> <li>● we find out the meaning of 'Guru' and look at the life of Guru Nanak who founded Sikhism;</li> <li>● we look at the symbol of the Khanda;</li> <li>● we explore the holy religious scripture The Guru Granth Sahib;</li> <li>● we find out about the importance of service, honesty and equality;</li> <li>● we learn about key holy days and celebrations (Birthdays of Guru Nanak, Guru Gobind Singh and Vaisakhi);</li> <li>● we learn the importance of the Gurdwara as a place of worship and the centre of the community.</li> </ul>