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| Year 4 - Curriculum Overview | | | | | | | | | | |
|  | Autumn 1 | Autumn 2 | | Spring 1 | | Spring 2 | Summer 1 | | | Summer 2 |
| Theme | Danelaw Dark Age Village  Trip to Bradford Beck to see where they settled  Fulford Gate and Stamford Bridge to see the decisive Saxon-Viking battles | | | Egyptian day in school.  Leeds City Museum to visit Nesyamun. | | | Danelaw Viking experience.  Yorvik Viking Centre.  Yorkshire Museum. | | | |
| English | Anglo Saxon Boy  Kennings poems | | Anglo Saxon Boy  Kennings poems | Egyptian Cinderella  Poetry | Newspaper article about Tut’s tomb. | | How to Train a Dragon | Viking Boy | | |
| Alfred the Great and the Anglo Saxons | | Alfred the Great and the Anglo Saxons | How to be an ancient Egyptian in ten easy steps | The Story of Tutankhamun  How to prepare a mummy | |  | Viking Voyages | | |
| Anglo Saxon Boy.  1000 Year Old Boy. | | Anglo Saxon Boy.  1000 Year Old Boy |  |  | | How to Train Your Dragon.  1000 Year Old Boy. | 1000 Year Old Boy. | | |
| Maths | Number:Place value.  Number: Addition and subtraction.  Measurement: Length and perimeter.  Number: Multiplication and division. | | | Number: Multiplication and division  Measurement: Area  Number: Fractions  Number: Decimals | | | Number: Fractions  Measurement: Money  Measurement: Time  Statistics: Graphs and charts  Geometry: shape, position and geometry | | | |
| Science | Sound | Animals including humans | | States of matter | Electricity | | Living things and their habitats | |  | |
| Art | Create Anglo-Saxon art through a range of mediums. | Metalwork design. | | Design and make their own paper necklaces.  Discuss and evaluate what it is that makes our art good. | Paper Batik: draw an Ancient Egyptian head. | | Pastel art: Hiccup: the Viking who was seasick.  Create Viking art using different drawing and shading techniques. | |  | |
| D.T. | Create an Anglo-Saxon settlement. | Anglo-Saxon Brooches. | | Clay and different media to create the Nile and Valley of the Pharaohs. | Mod-roc: create death masks | |  | | Design a Viking Longboat. | |
| Geography | Brilliant Britain: Why, where and how did the Anglo-Saxons settle? |  | | Captivating civilisation: Where was Ancient Egypt and why did the cities move with the Nile? |  | | Captivating civilisation: Why did the Anglo-Saxons and Vikings fight over England? Who were the Vikings? How and where did they live? | | Captivating civilisation: Why did the Anglo-Saxons and Vikings fight over England? Who were the Vikings? How did they live? | |
| History |  | Brilliant Britain: Anglo-Saxons. Did they invade or settle? | | Captivating civilisation: Chronology. What were the most important achievements of three early civilizations? (Ancient Sumer, Indus Valley, Shang Dynasty) | Captivating civilisation: What do the pyramids of Giza tell us about the achievements of Ancient Egypt?  E.g. structure of Society, Organisation, rulers, hieroglyphics, culture etc. | | Captivating civilisation: Why did the Anglo-Saxons and Vikings fight over England? Who were the Vikings? Where did they live? | |  | |
| Computing | Explore different game genres, capture still and moving images which are good quality and appropriate for their project and identify PEGI ratings | Understand how code is used in games, represent data in a database, create animation and learn how to modify their searches to increase the accuracy | | Debug existing code, search databases, create 2D plans and explain the consequences of submitting personal information online | Code a simple game, perform simple calculations in a spreadsheet, understand different film shots, refine use of sound/music, know how to limit access to their information online and how to check relevance of online material | | Use selection in their coding, use graphs in spreadsheets, develop their digital creation design skills, understand positive online communication elements and use advanced search engine features | | Transfer coding skills, change spreadsheet calculation data, insert sounds/graphics into multimedia presentations and know the benefits and how to create strong passwords | |
| Spanish | Greetings  Name  Counting  Body parts  colours | Label pencil case  Label rooms  Days of the week  2D shapes  Christmas objects | | Food  Family  Numbers  Colours | Clothes  Hair/eyes  Spanish culture | | Objects  Maths  Weather  Seasons  Animals | | Animals  Plurals  Famous art | |
| PE | Basketball  Hockey (dribbling) | Dance (motif/gesture)  Tag Rugby (attacking and defending) | | Gymnastics (advanced travelling)  Netball/Basketball (scoring set ups) | Tennis | | Rounders | | Athletics (throwing technique)  Cricket (bowling) | |
| PSHE | Zones of Regulation.  Jigsaw: Dreams and Goals. | Jigsaw: Healthy Me. | | Zones of Regulation. | Jigsaw: Relationships. | | Jigsaw: Celebrating differences.  The Linking network. | | Jigsaw: Changing me.  The Linking network. | |
| Music | BBC School Radio: The Anglo-Saxons. | Using Gustav Holtz to represent the sounds of the Gods. | | Stop: A rap unit about bullying. | Lean on me: using Bill Withers to learn about the different dimensions of music. | | BBC School Radio: Viking saga songs. | | BBC School Radio: Viking saga songs. | |
| RE | What do different people believe about God?  Islam, Christianity, Hinduism | | | How do faith communities demonstrate what is sacred?  Islam, Christianity, Hinduism | | | How do believers use symbolism to show their beliefs?  Islam, Christianity, Hinduism | | | |