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|  Year 4 - Curriculum Overview |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Theme | Danelaw Dark Age VillageTrip to Bradford Beck to see where they settledFulford 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 BoyKennings poems | Anglo Saxon BoyKennings poems | Egyptian CinderellaPoetry | 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 TutankhamunHow 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 divisionMeasurement: AreaNumber: FractionsNumber: Decimals | Number: FractionsMeasurement: MoneyMeasurement: TimeStatistics: Graphs and chartsGeometry: 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 | GreetingsNameCountingBody partscolours | Label pencil caseLabel roomsDays of the week2D shapesChristmas objects | FoodFamilyNumbersColours | ClothesHair/eyesSpanish culture | ObjectsMathsWeatherSeasonsAnimals | AnimalsPluralsFamous 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 |