

Year 4

Term	Autumn A British Invasion (Anglo-Saxons to Vikings) - History	Spring Extreme Weather- Geography	Summer Cornwall- Fishing
Overview	<p>Children study the Dark Ages making comparisons between then and now. Learn of the history surrounding Britain and the Viking invasions. The effect that they had on the culture and religions within Britain. Focus on Vikings way of life when settling in Britain and the culture they brought with them.</p> <p>They will create Viking shields and carry out a battle on the Castle/ship.</p>	<p>Children study the extreme weather and the effects that it causes. They look at the topographical features of the UK and Europe. The children will create artwork around David Hockney.</p> <p>They will create a working weather station and weather report.</p>	<p>The children will research different types of fish, fishing, boats, marine life. The children will look at local knowledge of fishing. Different ports around Cornwall, along with the features of certain ports. The children will create 2 different stories based on the story of 'The Mousehole Cat' and 'The Mermaid of Zennor'. Make a fish pie – to feed the 5000 Visit to Portreath beach to look at the features of the port and 'rock pooling' Objecting to plastic in the seas.</p>
Prior Learning to support Long term memory	<p>Vikings and Anglo Saxons lived hundreds of years ago. Viking battled for land and travelled by ships. Norse Gods – Odin, Thor and Loki Knowledge about dragons and myths.</p>	<p>Children know the areas of the UK and Cornwall. Children know of different types of weather. Children can use different artistic approaches with different styles and mediums</p>	<p>Understanding of food hygiene Understanding of traditional stories Knowing places and areas of Cornwall Understand the heritage of Cornwall and fishing. Knowledge of the oceans and how to keep yourself safe.</p>
Topic Question	Were the dark ages, really that dark?	Does the weather effect your mood?	Would you want plastic and chips?
Topic Launch	Viking feast – Children spend the afternoon feasting like Vikings in a grand hall. Set the tables out like a long table, tell traditional story of Beowulf.	<p>Launch 1 – David Hockney: Artist creating weather pictures. End of project – a working weather station and weather forecast/report</p>	<p>Launch - Cornwall mood/knowledge board End of Project - Creating Star Gazey Pie and celebration @Port Meriadoc</p>
Topic Celebration	Viking invasion on the Castle/ship dressed as Vikings.	Weather Station and Weather report	Star Gazey pie – with parents Show case artwork – rainbow fish
Religious Education Question	Is Valhalla heaven?	Do you think every flood is caused by God?	How on Earth did Jesus feed the 5,000?
Memory Facts to retain (Long term memory)	The people of England were called Anglo Saxons. The Vikings were Pagans. The basic features of a Viking hall. Key Viking settlements. Viking battle attire.	Names of Rivers and Mountains in the UK Features of Europe in contrast to the UK David Hockney is some boy Exploration of different of art techniques	Ports of Cornwall The history of Fishing in Cornwall Some parts of a boat Andrew Wallis and his artwork Sea Shanty singing

		A plethora of knowledge surrounding extreme weather.	A knowledge of the environment they live in.
Class Novel	The Last Viking by Terry Deary or The Arthur and the Golden Rope by Joe Todd Stanton Sparks by Ally Kennen Anglo-Saxon Boy by Tony Bradman	The house that sailed away Who's afraid of the begin in the wood?	Michael Morpurgo – Alone on a wide - wide sea Arthur Ransome - We didn't mean to got to sea.
English Text Types and specific texts	Quest Story Newspaper report Poetry Invasion story	The caravan Non-Chronological texts for weather Weather reports Global warming text	The mousehole cat The mermaid of Zennor Diary of a Fisherman Persuasive text - plastic in our seas
STEM opportunities	Create and design their own shield. Viking Runes Viking longboats	Creating and recording weather stations. Topographical features.	Creating Fish pie for many. Buying and Selling at an event.
Trip	Maritime Museum – Sailors, Raiders and Traders	Tehidy Country Park - River Study	Portreath Beach – Rock pooling/beach clean St.Ives – Beach and Barbara Hepworth Gardens
Outdoor Learning Opportunities	Battle/ invasion re-enactment Maritime Museum	Tehidy Country park – river study, school grounds- gathering information about the weather – using weather stations.	Going to the beach Living things and habitats – field work Sketching natural environment
National Curriculum Coverage Skills/Knowledge Components			
History	NC Objectives <ul style="list-style-type: none"> Beginning to think about the impact of historical events/people. Understanding the difference between primary and secondary sources. Generate purposeful questions. Question why something happened and how it impacted people long term. Language specific to topic 		NC Objectives <ul style="list-style-type: none"> Beginning to think about the impact of historical events/people. Question why something happened and how it impacted people long term. Language specific to topic
Vocabulary	Anglo-Saxon, Viking, Kingdom, raid, trade, invasion, Mercia, Wessex, Pagan, Danelaw, Danegeld		Pilchards, Fisherman, trawling,
Geography		NC Objectives <ul style="list-style-type: none"> Locate on a map- Human and physical characteristics of Europe (including Russia). Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers). Study geographical similarities and differences between countries in Europe. 	NC Objectives <ul style="list-style-type: none"> Name and locate key topographical features of the UK, including hills, mountains, coasts and rivers). Use fieldwork to support studies. Use maps, atlases, globes and digital / computer mapping to locate countries

		<ul style="list-style-type: none"> • Study rivers, mountains, volcanoes, earthquakes and natural disasters. • Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of Europe. • Use symbols and keys (including OS maps). • Use fieldwork to support studies. 	
Vocabulary		tropical storm, hurricane, cyclone, typhoon, tornado, climate, flood, drought, wildfire, evaporation, condensation, precipitation	Cornwall, Port, Starboard, Rockpool, tide, coast, erosion, rip current,
Science	<p>Animals including Humans</p> <ul style="list-style-type: none"> • 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. <p>Electricity</p> <ul style="list-style-type: none"> • 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 	<p>States of matter</p> <ul style="list-style-type: none"> • 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 <p>Sound</p> <ul style="list-style-type: none"> • 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. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • 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.

RE	<ul style="list-style-type: none"> • Suggest meanings for a range of forms of religious expression and note similarities and differences between religions. • Ask important questions about religion and beliefs, making links between his/her own and others" responses. • Identify the impact of religion on believers" 	<ul style="list-style-type: none"> • Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean • Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values 	<ul style="list-style-type: none"> • Describe some of the things that are the same and different for religious people. Why are they different? • Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals
Music	<ul style="list-style-type: none"> • Sing in tune, breathe well, pronounce words, change pitch and dynamics. • Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). • Perform with control and awareness of what others are singing/ playing. • Improvise within a group using more than 2 notes. • Compose and perform melodies using three or four notes. • Make creative use of the way sounds can be changed, organised and controlled (including ICT). • Create accompaniments for tunes using drones or melodic ostinato (riffs). • Create rhythmic patterns with awareness of timbre and duration. • Know how pulse stays the same but rhythm changes in a piece of music. • Listen to several layers of sound (texture) and talk about the effect on mood and feelings. • Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • Identify patterns in music. • Combine sounds expressively (all dimensions). • Read notation- single part. • Know that sense of occasion affects performance. • Describe different purposes of music in history/ other cultures. 		
	Unit: Mamma Mia Style: ABBA Unit: Glockenspiel Stage 2	Unit: Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion Unit: Lean On Me	Unit: Blackbird Style: Coming soon! Unit: Reflect, Rewind and Replay

	Style: Learning basic instrumental skills by playing tunes in varying styles	Style: Gospel	Style: Western Classical Music and your choice from Year 4
Art and Design	<p>NC Objectives</p> <ul style="list-style-type: none"> Mixing tertiary colours (browns, neutrals, flesh.) Begin to critique their own and others' work alongside set criteria. Create and make designs with applique onto fabric. Decorate fabric using different materials to finish. Talk about their intention and how they wanted their audience to feel or think. Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning. Build up painting techniques (resist work, layering, and scraping.) 	<p>NC Objectives</p> <ul style="list-style-type: none"> Begin to experiment with different tools for line drawing. Introduce tints and stains to paint work. Talk about their intention and how they wanted their audience to feel or think. Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning. Mixing tertiary colours (browns, neutrals, flesh.) Build up painting techniques (resist work, layering, and scraping.) Use pencils and penwork to create tone and shade and intricate marks when drawing. Have an in-depth knowledge of one famous artist in time and be able to link their own work to them. Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences. Begin to critique their own and others' work alongside set criteria. 	<p>NC Objectives</p> <ul style="list-style-type: none"> Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures. Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures. Begin to critique their own and others' work alongside set criteria. Use more hardwearing materials (card, cardboard, wood) for creating 3D structures. Talk about their intention and how they wanted their audience to feel or think. Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning.
	Painting- mood, light, colour and texture (on fabric)	Artist Study- David Hockney (weather series)	Three Dimensional (sculpture- Barbara Hepworth?)
Design and Technology	<p>NC Objectives</p> <ul style="list-style-type: none"> Design an appealing and functional product for a particular audience. Create design criteria for a product. Use sketches, labelled diagrams and notes to explain their design. 	<p>NC Objectives</p> <ul style="list-style-type: none"> Design an appealing and functional product for a particular audience. Create design criteria for a product. Use sketches, labelled diagrams and notes to explain their design. 	<p>NC Objectives</p> <ul style="list-style-type: none"> Design an appealing and functional product for a particular audience. Create design criteria for a product. Use sketches, labelled diagrams and notes to explain their design.

	<ul style="list-style-type: none"> • Explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made. • Explain what they are making, why they are making it and what they will need to use, using the design criteria. • Select and name appropriate tools and equipment needed • Consider how products were made, why they are good (or not) and how effective they are at meeting their purpose. • Consider how some people and products have helped the world. • Explore and investigate series circuits, bulbs, buzzers and motors. • Use ICT to program and control a moving product. 	<ul style="list-style-type: none"> • Explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made. • Explain what they are making, why they are making it and what they will need to use, using the design criteria. • Select and name appropriate tools and equipment needed • Know and choose which equipment is used for cutting, shaping joining and finishing. • Know the characteristics of materials and components and select, depending on use. • Explore and analyse existing products against a set of criteria. • Suggest ways of improving their own and others' work based on how effective the product is. • Consider how some people and products have helped the world. • Explore how to make structures stronger, stiffer and more stable using a variety of materials. • Explore and different ways of joining things together (both moving joints and fixed joints). 	<ul style="list-style-type: none"> • Explain their ideas, the purpose, choice of materials, any necessary changes and how it will be made. • Explain what they are making, why they are making it and what they will need to use, using the design criteria. • Select and name appropriate tools and equipment needed • Understand why we need to eat a healthy, varied and balanced diet. • Understand why we need particular food groups. • Choose, prepare and cook dishes using different cooking techniques. • Know and choose which equipment is used for cutting, shaping joining and finishing. • Know which foods can be grown or reared locally. • Create models which use wheels, axels, hinges and other moving parts for a specific purpose.
	Wool Weaving	'Lighting up' –The Grid	Saffron buns / Fish pie
MFL	<ul style="list-style-type: none"> • Listen for specific words and phrases • Pronounce some words accurately • Ask how to say something in French/Spanish • Listen for a key sound in a rhyme • Understand that all nouns have a gender • Recite a nursery rhyme • Say 6 vowel sounds in French/Spanish • Ask and answer questions • Use mental associations to remember words • Understand rules for converting singular to plural 		

	<ul style="list-style-type: none"> • Identify strategies for learning vocabulary • Memorise and present two or more sentences • Listen to and follow a short story • Identify adjectives in a text and that they can change spellings • Read words aloud with accurate pronunciation • Recognise some letters of the alphabet • Follow a story using visual clues • Follow a French story and join in reading • Identify items of vocabulary in a longer list • Sort words into dictionary order • Read and understand a paragraph with familiar vocabulary and structures • Write simple words and phrases following a model • Write individual words or short phrases in French • Write simple sentences • Write some words from memory • Appreciate similarities between French and English nursery rhymes • Compare traditional stories 		
	Language Angels Scheme of Work	Language Angels Scheme of Work	Language Angels Scheme of Work
PSHCE	What makes a good friend Respecting Others	Money Choices Volunteering and citizenship	Play, like, share 3 – Fans Managing Feelings
	Resolving Conflict and managing pressure Everyday safety and basic first aid	Safely playing the online world. Play, like, share 1-Alfie Keeping personal information private. Play, like, share 2-Magnus	The Environment
Computing	Presenting Technical Information	Information Sharing Online	Email
	Scratch Coding 4- Chatbot	Scratch Coding 5- Paintbox	Scratch Coding 6- Boat Race
PE	Out: Invasion Basketball In: Gymnastics	Out: Multi-skills In: Dance	Out: Athletics In: Invasion Football
	Out: Invasion Football In: Health and fitness	Out: Invasion Netball In: Tennis	Out: Striking and fielding Rounders In: OAA Teambuilding