

# Year 4 Curriculum – Summer Term Overview

<p><b>Religious Education 1</b> Islam: Part 2: Unit 3 – Ramadan and Eid ul Fitr <b>Assessment Question: What does Ramadan mean to Muslims?</b> <b>Key Questions</b> · Why do Muslims fast during Ramadan? · How do Muslims celebrate Eid? · How can we give back to others? <b>Vocabulary:</b> Ramadan, Allah Fasting - Sawm Eid ul Fitr Zakat al Fitr (charity at Eid.)</p>	<p style="text-align: center;"><b>History</b> <b>Anglo Saxons, Scots and Vikings</b> <b>British settlement by Anglo Saxons and Scots and the Viking and Anglo – Saxon struggle for the kingdom of England to the time of Edward the Confessor. Deep Study: Creation of England of role of society (two terms)</b></p> <p><b>Assessment Question</b> <b>Who were the Scots, Saxons and Vikings and what was their significance?</b> <b>Key questions:</b> Recall Roman learning: How much of the Roman influence remained after they left? Who were the Scots, Saxons and Vikings and where did they settle? Who was buried at Sutton Hoo? (case study – using evidence) Push or Pull: Why did they settle in Britain? How important was religion to these people? How did this change over time? Were the Vikings Raiders, Settlers or Traders? Was Alfred really Great? How did we find out about the XX – is our evidence reliable? <b>Assessment Questions</b> <b>How did Saxons, Scots and Viking rule and impact on the creation of a 'united' England? In what ways was Britain united during this time?</b> <b>Key Questions:</b> What impact did the Scots, Saxons and Vikings have on Britain and the way in which it was governed? How did everyday life in Britain change during these times? What were key turning points in the struggle between the Saxons and Vikings? How did religious views change during this time and what was the impact on society and the community? Who has the greater legacy the Romans, Saxons or the Vikings? How have the migrations of people changed Britain? Where does this fit on the class global timeline? Elsewhere: Byzantine Empire became the New Roman Empire (during Saxons)</p>	<p><b>Religious Education 2</b> Islam: Part 2: Unit 4 – Hajj – the journey of a lifetime <b>Assessment Question: Why do Muslims go on Hajj?</b> <b>Key Questions:</b> · What is a pilgrimage? · Which stories are associated with the places on Hajj? · How does the Hajj make Muslims feel they are all part of one family? <b>Vocabulary:</b> Hajj, pilgrim, pilgrimage, Eid ul Adha Mount Arafat</p>				
<p style="text-align: center;"><b>Computing</b></p> <p><b>Online Safety</b> - Evaluation of Reliability of Different Information Streams Understanding Acceptable and Unacceptable Behaviour Online <b>Key Questions:</b> What should you accept? How do I keep information private? What is reliable? Who do you go to if you have a concern? What is acceptable behaviour? What is unacceptable behaviour? <b>Vocabulary:</b> acceptable, unacceptable, content, privacy, consent, reliability, behaviour, digital content</p>	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><b>Climate Change - How are humans effecting climate?</b></p> <p><b>Fieldwork - Antarctica Assessment Question</b> <b>What is the impact of climate change on the environment?</b> <b>Key questions:</b> How are people effecting the climate? What does field work in Antarctica have tell us about our world's climate? <b>Vocabulary:</b> perma-frost, uninhabited, iceberg, glaciers, sea level, pollution, tundra, desert, biome, vegetation, polar region, Arctic and Antarctic Circle, climate change, global warming,</p>					
<p style="text-align: center;"><b>RHE</b></p> <p style="text-align: center;">Focus on revisiting topics from earlier in the year where necessary/appropriate</p> <p><b>Positive Relationships at school</b> <b>Assessment Question: Are all disabilities visible?</b> <b>Safety, Health and Well-being</b> <b>Assessment Question: Who is at the other end of your computer?</b> <b>Living in the wider world</b> <b>Assessment Question: Why do people have different values?</b> <b>Relationships</b> <b>Assessment Question: Are all secrets the same?</b></p>	<p style="text-align: center;"><b>MFL</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; vertical-align: top;"> <p style="text-align: center;"><b>Food</b></p> <p><b>Key Focus:</b> Going shopping for food <b>Key questions:</b> <b>Can you take part in a short conversation in a shop, saying what you would like and asking how much it costs?</b> <b>Vocabulary:</b> Du pain, du fromage, de la limonade, de la crème, des fraises, des tomates. Qu'est-ce que tu veux ? Je voudrais...</p> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;"><b>Clothing</b></p> <p><b>Key Focus:</b> Identify and describe items of clothing <b>Key questions:</b> <b>Can you describe a member of your family, including what they are wearing?</b> <b>Vocabulary:</b> un pantalon, une veste, une chemise, un t-shirt, un chapeau, une jupe, blanc(he), noir(e)</p> </td> </tr> </table>		<p style="text-align: center;"><b>Food</b></p> <p><b>Key Focus:</b> Going shopping for food <b>Key questions:</b> <b>Can you take part in a short conversation in a shop, saying what you would like and asking how much it costs?</b> <b>Vocabulary:</b> Du pain, du fromage, de la limonade, de la crème, des fraises, des tomates. Qu'est-ce que tu veux ? Je voudrais...</p>	<p style="text-align: center;"><b>Clothing</b></p> <p><b>Key Focus:</b> Identify and describe items of clothing <b>Key questions:</b> <b>Can you describe a member of your family, including what they are wearing?</b> <b>Vocabulary:</b> un pantalon, une veste, une chemise, un t-shirt, un chapeau, une jupe, blanc(he), noir(e)</p>	<p style="text-align: center;"><b>PE1</b></p> <p><b>Focus Key Questions:</b></p> <p><b>Vocabulary:</b></p>	<p style="text-align: center;"><b>PE2</b></p> <p><b>Focus Key Questions:</b></p> <p><b>Vocabulary:</b></p>
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What is the effect of layering rhythms? How would you describe a call and response? What is the difference between duple and triple time? Recap on previous elements of rhythm that have been taught. <b>Vocabulary:</b> Rhythm, Ostinati, Pitch, Rhythm, Duple/triple time</p> <p style="text-align: center;"><b>Listening and Appraising</b></p> <p><b>Critical Analysis of music</b> <b>Expressing Personal Opinions About Music</b> <b>Key Questions:</b> What can you hear in this piece? Do you like /dislike - why? What music do you enjoy? Why? 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How does the food we eat affect us? <b>Vocabulary:</b> Digestive system, mouth, tongue, oesophagus, stomach, intestine, producer, predator, prey, canines, molars, incisors <b>Scientific working procedural knowledge:</b> Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply</p>	<p style="text-align: center;"><b>Science 2</b></p> <p style="text-align: center;"><b>Living Things and their Habitats</b></p> <p><b>Assessment Question: Explain how environmental changes may have an impact on living things</b> <b>Key Questions:</b> Why do living things rely on the stability of their environments? What happens to ... when ... is removed from their environment? <b>Vocabulary:</b> Classification, environment, amphibian, mammal, reptile, vertebrates, invertebrates, impact <b>Scientific working procedural knowledge:</b> Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply</p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Suggested Theme: Portraiture/self portraits</b> <b>Suggested stimulus: Frida Kahlo</b> <b>Skills:</b> <b>Colour, Paint, Symbolism</b> <b>Painting:</b> Deepen understanding of mixing and controlling paint for effect. Build on knowledge of colour wheel and know that there are many different hues of one colour- Red vermilion/ Crimson Blue- Prussian/turquoise <b>Vocabulary:</b> Colour wheel Primary colour Secondary colour Complimentary Tint Shade <b>Drawing:</b> Drawing How can you create form using pencil? How can you show the light and dark on your drawing? What techniques might you use to create an effect? How has Frida Kahlo used tone or created form? <b>Vocabulary:</b> cross-hatch, blend, shade, form, tone, composition <b>Evaluation:</b> How would you develop ideas further? Can you annotate your finished piece? Is this what you intended? What did you find difficult?</p>	
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