

Year 4 – Summer Curriculum Overview

'Each and Every Child' ... EXCELLENCE - TRUST - WISDOM - FRIENDSHIP - ENDURANCE

Science	History	Geography
<p>Unit: Living Things and their Habitats</p> <ul style="list-style-type: none"> • Explain reasons for grouping animals • Explain how a classification key is used to group, identify and name plants and animals • Give examples of dangers posed to animals based on environmental change <p>Unit: TAPs (Enquiry skills based on previous learning)</p> <ul style="list-style-type: none"> • Know why substances are classified as solids, liquids or gases. • Know how temperature can affect a material's state. • Know how temperature can affect a material's state • Know the link between vibrations and sound • Know what happens when sound passes through different mediums to the ear • Know how to create a simple circuit: bulb/lamp, cell, wire • Know why a bulb may not light e.g. switch, broken circuit • Know different types of teeth and describe their functions: incisors, canines, molars • Know how to use a classification key to group, identify and name plants and animals 	<p>Unit: Vikings (Invasion of Britain)</p> <ul style="list-style-type: none"> • Know who the Vikings were and how they attacked Lindisfarne. • Know the name of a Norse god • Know why Alfred signed a treaty with Guthrum. • Know about Danegeld and whether it helped to keep the peace • Know the differences between Viking and Anglo Saxon beliefs 	<p>Unit: Natural Resources</p> <ul style="list-style-type: none"> • Know what a natural resource is, giving some examples • Know what a renewable and non-renewable natural resource is • Know how population affects the use of natural resources • Know that using natural resources can cause problems, such as climate change • Know examples of some natural resources that can be found in Chile • Know examples of some natural resources that can be found in the UK • Know that there are differences in the natural resources found in Chile and the UK
Computing	Art and DT	Religious Education
<p>Unit: Photo Editing and Repetition in Games</p> <ul style="list-style-type: none"> • Know how to use a computer to manipulate images and demonstrate this by: <ul style="list-style-type: none"> -changing the composition -arranging, cutting and cropping part of an image -adding effects, changing colours and applying filters. 	<p>Art Unit: Vikings/Clay Dragons Eyes</p> <ul style="list-style-type: none"> • Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making. • Know which pencils they must use based on their properties. Eg. 2B pencil would be appropriate for mid to dark tones • Know that cross hatching and hatching can be used to show areas of light and dark. 	<p>Unit: Prayer</p> <ul style="list-style-type: none"> • Know prayer is a way of communicating with God. • Know prayer is an important part of the life of a believer. • Know the different ways in which followers of world faiths pray and why prayer is so important

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-making additions by drawing,
adding text and adding an
element.

- Know what 'repeat' means and that repetition is included within sequences.
- Know that we can use a loop command in a program to repeat instructions.
- Know patterns and loops within a sequence and program.
- Know that there are count controlled loops and indefinite loops and explain their purpose and use them within their work.
- Know when to use a loop and when not to and plan a program using appropriate loops.
- Know the importance of instruction order in a loop.

- Close and layered lines show darker areas of an object.
- Know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome (where appropriate).
- Describe and draw the effect of light (shadows)
- Identify and describe how to join clay (using slip and score).
- Know how to create texture in clay and which tools are most suitable for a desired effect.

DT Unit: Simple Circuit and Switches

Design

- Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.
- To know what a design criteria is and create one

Make

- Know how electrical systems are used in their products.
- Know what a series circuit is and demonstrate how to make a successful circuit
- Know the press to make the switch, press to break switch, toggle switch.
- Know what a buzzer is.
- Know what a bulb is.

Evaluate

- Identify how well a product meets its design purpose
- Identify how a product has been made
- Know the purpose of testing their product.
- Know how to gather the views of others.
- Know how to identify strengths and areas for improvement.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.
- Continually evaluate and modify the working features of the product to match the initial design specification.

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| | <ul style="list-style-type: none">• Test the system to demonstrate its effectiveness for the intended user and purpose.• Know how key events and individuals in design and technology have helped shape the world | |
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