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| RE 1.8 How should we care for others and the world, and why does it matter? | Follow NYCC RE scheme of work |

**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Four | Term: Autumn | Whole Class Text (s): The Roman Quest | Theme: Roman Britain |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |

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| RE L2.8 What does it mean to be a Hindu in Britain today? | Follow NYCC RE scheme of work |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | Ancient Rome | * How and why the Romans became so powerful * How the Romans were defeated * Understand significant events that led Romans to be in power (e.g. the emperors) * Recognise how the Romans led and ruled * To recognise that Roman Britain was racially diverse | * To explain some of the times when Britain has been invaded * The Roman Empire and its impact on Britain (cause and effect) * Find evidence of Roman occupation in our area today (maps and trip) * To explain why the Romans left Britain. | Discussion about how Britain was invaded, cause and effect.  Annotated timeline – relating to other periods of history (ancient civilisations) |
| Geography | Maps | * Understanding of where countries are located and how to find them on a map. * That different countries have different climates and environments – specific to where they are in the world * To understand the terms, latitude, longitude, Equator, Northern Hemisphere, tropics of Capricorn and Cancer, Arctic, Antarctic, time zones and dateline. | * Cement understanding of locations of countries around the world. * Describe the climate, vegetation belts, biomes etc of a country based on it’s position in relation to Equator, Arctic/Antarctic circles, Tropics of Cancer/Capricorn. * Know where the date line is and explain what it means. * Know that some countries and several time zones and explain this and why we have time zones. | Create a map featuring clearly labelled countries, equator, tropics, Arctic/Antarctic, time zones, date line and additional information explaining climate, veg belts, biomes etc of countries according to their position. |
| Art | Discrete lesson | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery understanding of drawing -   * Awareness of different **pencils** and their effects * The purpose of portraits throughout history * Understanding of proportion and anatomy * Understanding of light source | *NC : Develop techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery of drawing -   * To use a range of materials creatively to design and make products – portraits and pencils * To use drawing to develop and share their ideas, experiences, and imagination * Experiment with pencil to create shade and tone using the light sources * Individual studies on each part of the face | **Sketch books to be used to show improved mastery of:**  -lessons on each part of the face  -development of shading and tone  -a final portrait using the skills developed |
| DT | Roman Coin purse. |  |  |  |
| Computing | “We are software developers”  (Developing a simple educational game)  “We are toy designers”  (Prototyping an interactive toy) | Software:   * To develop an educational computer game using selection and repetition. * To understand and use variables. * To start to debug computer programs. * To recognise the importance of user interface design, including consideration of input and output.   Toys:   * To design and make an on-screen prototype of a computer-controlled toy. * To understand different forms of input and output (such as sensors, switches, motors, lights and speakers). * To design, write and debug the control and monitoring program for their toy. | * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. * Use sequence, selection and repetition in programs; work with variables and various forms of input and output. * Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs. | Software:  To develop a simple educational game.  Toys:  To create a prototype of an interactive toy. |
| Science | Animals including humans  States of matter | * 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. * 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. | * Asking relevant questions and using different types of scientific enquiries to answer them. * Setting up simple practical enquiries, comparative and fair tests. * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. * Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. * Identifying differences, similarities or changes related to simple scientific ideas and processes. * Using straightforward scientific evidence to answer questions or to support their findings. | A range of evidence covering the topics and working scientifically objectives (in all five main types of investigation), including scientific reports, completed worksheets, written tasks, tables, graphs, charts, research using secondary sources, tests, practical activities, etc. |
| Music | Music Express  Poetry  Environment  Sounds  Recycling | * Contrasting poetry * Ostinato * Descriptive accompaniment * How sounds are produced and classified * Make own junk instruments | * Speak expressively and rhythmically, create ostinato accompaniments * Discover how the environment has inspired composers throughout history * Use voices to make beatbox sounds and sing four-part songs * Improvise, compose and play junk jazz music | Ostinato enhanced performance  Perform a jazzy round |
| PE |  | *Autumn 1 – Invasion Games & Multiskills* | Autumn 2 – Gymnastics & Invasion Games |  |

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| Enrichment Activities: Sponsored walk for Whitby Wildlife Sanctuary. |

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| Life Skills: Use a washing machine. |

**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Four | Term: Spring | Whole Class Text (s): The Jamie Drake Equation | Theme: Science-fiction |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |

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| RE L2.9 What can we learn from religions about deciding what is right and wrong?  L2.3 Why is Jesus inspiring to some people? | Follow NYCC RE scheme of work |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | Anglo Saxons | * To plot events on a timeline using centuries. * To explain how historic items and artefacts can be used to help build up a picture of life in the past. * To explain how an event from the past has shaped our life today. * To research two versions of an event and explain how they differ. * To use terms cause and effect to explain Viking Invasion. | * Understand how to draw a time-based scale. * To examine Anglo-Saxon, Viking or Scottish artefacts (from images or other sources) to infer how the Anglo-Saxon, Viking or Scottish may have lived. * To research an event from Anglo-Saxon times and identify a current aspect of modern life, which it might have influenced. * To look at two different accounts of a recent event using two examples of current media. * To be presented with two differing accounts of a historical event and identify the differences. * To be able to consider why the accounts may have been presented differently. | Annotated timelines with rounded dates.  Annotated pictures of Anglo-Saxon, Viking or Scottish artefacts with notes to infer aspects of life at the time.  An account of an event from Anglo-Saxon times, including two different perspectives with explanations on how they differ and an explanation of how the event has shaped our lives today. |
| Geography | Place Knowledge | * + Human and physical geography of local area   + Human and physical knowledge of another local in the UK   + Technical vocabulary climate zone, biomes, rivers, canals etc   + How settlement is influenced by trade links, economic activity and natural resources. | * + Understand that different places in the UK have different features.   + Physical features influence the human features.   + Different areas have different natural resources which affect trade, economics and population. | To use technical vocabulary to explain the physical and human features of two areas in the UK  Annotated maps and photographs using subject specific vocabulary comparing areas of the UK. |
| Art | Discrete lesson | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery understanding of painting-   * Secure knowledge of Roy Lichtenstein and his style of work * The Pop Art era * Understand primary, secondary **and tertiary colours** * The use of colour blocking for shade and tone * The impact of the chosen tool on the painted effect (printing, both ends of brushes) * Understand how paint can be used to create different effects | *NC : Develop techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery of painting-   * Mix a clean pallet of pure, bright, bold colours * Use a fine brush to create a solid outline * Patience to build upon their work through layering of paint * Effective composition * Ability to use organised printing of tools to create blocks different colours ie red dots to suggest pink | Large class story board – science fiction link. Each child plans a part of the story to portray in the style of Lichtenstein |
| DT | Design and make a torch | *NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant context*   * Investigate and analyse a range of existing products. * Understand and use electrical systems in their products (circuits, bulbs and switches.) * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. | * Use computer aided design to design a torch – including the inner circuit, bulb and switch. * Annotate design features * Make the product – selecting from a range of materials and tools and being able to explain these choices. * Evaluate the product. * Constructively critique the work of other pupils | An annotated computer design of a torch  A functioning torch  A considered evaluation of the final product  (evidence of change/adapting the product to fit criteria if necessary) |
| Computing | “We are musicians”  (Producing digital content)  “We are HTML editors”  (Editing and writing HTML) | Music:   * To use one or more programs to edit music. * To create and develop a musical composition, refining their ideas through reflection and discussion. * To develop collaboration skills. * To develop an awareness of how their composition can enhance work in other media.   HTML:   * To understand some technical aspects of how the internet makes the web possible. * To use HTML tags for elementary mark up. * To use hyperlinks to connect ideas and sources. * To code up a simple web page with useful content. * To understand some of the risks in using the web. | Music:   * Use sequence, selection and repetition in programs; work with variables and various forms of input and output. * Be discerning in evaluating digital content. * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   HTML:   * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information. | Music:  To create and edit a piece of music.  HTML:  To edit and write HTMLs. |
| Science | Sound | * 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. | * Asking relevant questions and using different types of scientific enquiries to answer them. * Setting up simple practical enquiries, comparative and fair tests. * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. * Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. * Identifying differences, similarities or changes related to simple scientific ideas and processes. * Using straightforward scientific evidence to answer questions or to support their findings. | A range of evidence covering the topics and working scientifically objectives (in all five main types of investigation), including scientific reports, completed worksheets, written tasks, tables, graphs, charts, research using secondary sources, tests, practical activities, etc. |
| Music | Music Express  Building  Around the World  Ancient Worlds  Singing Spanish | * Layer, rondo structure and ostinato * Pentatonic melodies, syncopated rhythms, fundamental dimensions of music * Egyptians and the age of Akhenaten * Sights and sounds of the Spanish speaking world | * Explore how music can be structured to provide different textures. * Learn that fundamental dimensions of music are the same all over the world * Explore 20th Century minimalist music. * Explore part-singing and accompaniments in four contrasting songs | Arrange and perform a layered pyramid structure |
| PE |  | *Spring 1 – Dance & Gymnastics* | Spring 2 – Dance & Striking & Fielding |  |

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| Enrichment Activities: Whitby entertainment venues walk (history). |

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| Life Skills: Use public transport. |

**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Four | Term: Summer | Whole Class Text (s): Beowulf | Theme: The Vikings |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |

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| RE L2.5 Why are festivals important to religious communities? (Eid focus)  L2.6 Why do some people think that life is like a journey and what significant experiences mark this? | Follow NYCC RE scheme of work |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | Vikings | * To plot events on a timeline using centuries. * To explain how historic items and artefacts can be used to help build up a picture of life in the past. * To explain how an event from the past has shaped our life today. * To research two versions of an event and explain how they differ. | .   * To examine Viking artefacts (from images or other sources) to infer how the people of this time lived. * To research the Viking invasion of our coast and the impact this would have had on our town. * Understanding trade, what did the Vikings bring? What trade routes would they have used? Do we still use them? * To be presented with two differing accounts of a historical event and identify the differences. * To be able to consider why the accounts may have been presented differently. | Annotated timelines.  Annotated pictures, of artefacts with notes to infer aspects of life at the time.  Pupils can voice their opinions about Viking invasion, describing cause and effect and relate this to prior learning. |
| Geography | Compass reading and grid references. | * + To know the 8 compass points   + To know both 4 and 6 figure grid references   + To know that maps have keys and symbols. | * + Use the eight points of a compass and four and six figure grid reference, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom.   (Follows on from previous teaching in Y3 and previous term geog) | Field work – children should use maps and compass to complete a walk in the countryside.  **Ensure that this activity is planned into activities at East Barnby and evidence is gathered.**  Children should explain how to use the 8 compass points and grid references to year 3 children. |
| Art | Discrete lessons | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  Great artist – Frida Kahlo   * Understanding of who Frida Kahlo was and her style of work * Other artwork at this time * History at this time * How her life events impacted on her work * Materials she used * Ability to analyse the messages she was trying to portray | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  Great artist – Frida Kahlo   * Portrait drawing * Composition * Colour mixing and matching * Proportion | Portrait in the style of Frida Kahlo – identifying a background, animal to represent |
| DT | Make a shelter | *NC: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant context* |  |  |
| Computing | “We are co-authors"  (Producing a wiki)  “We are meteorologists”  (Presenting the weather) | Wiki:   * To understand the conventions for collaborative online work, particularly in wikis. * To be aware of their responsibilities when editing other people’s work. * To become familiar with Wikipedia, including potential problems associated with its use. * To practise research skills. * To write for a target audience using a wiki tool. * To develop collaborative skills. * To develop proofreading skills.   Weather:   * To understand different measurement techniques for weather, both analogue and digital. * To use computer-based data logging to automate the recording of some weather data. * To use spreadsheets to create charts. * To analyse data, explore inconsistencies in data and make predictions. * To practise using presentation software and, optionally, video. | Wiki:   * Solve problems by decomposing them into smaller parts. * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. * Use search technologies effectively. * Use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour. * Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.   Weather:   * Work with variables and various forms of input and output. * Use logical reasoning to explain how some simple algorithms work. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | Wiki:  To produce a wiki.  Weather:  To write and present a weather report. |
| Science | Living things and their habitats  Electricity | * 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. * 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. | * Asking relevant questions and using different types of scientific enquiries to answer them. * Setting up simple practical enquiries, comparative and fair tests. * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. * Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. * Identifying differences, similarities or changes related to simple scientific ideas and processes. * Using straightforward scientific evidence to answer questions or to support their findings. | A range of evidence covering the topics and working scientifically objectives (in all five main types of investigation), including scientific reports, completed worksheets, written tasks, tables, graphs, charts, research using secondary sources, tests, practical activities, etc. |
| Music | Music Express  Communication  Time  In the past  Food and Drink | * News programme theme music and headlines * Rhythm and syncopation * Notation * Renaissance music and Wagner’s Bridal march | * Use songs and raps to create theme music * Sing and play bell patterns and create own descriptive music * Use a variety of notations * Learn a renaissance dance | Musical school news bulletin  Renaissance dance performance  Song performance |
| PE |  | *Summer 1 – Swimming & East Barnby* | Summer 2 – Swimming & Athletics, Striking and Fielding |  |

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| Enrichment Activities: East Barnby residential trip. Robin Hood’s Bay field trip (science and art). Trip to museum to look at artefacts, trip to Abbey/Old Mulgrave castle? |

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| Life Skills: Change batteries. |