

**Year 4 Curriculum Overview - Term 5**

|   |   |                                    |  |  |                  |
|---|---|------------------------------------|--|--|------------------|
| <b>Topic</b>  | <b>A Day in the life of...</b>  |                                    |  |  |                  |
| <b>Value</b>  | <b>Co-operation</b>   |                                    |  |  |                  |
| <b>History( Anglo-Saxons):</b>                      | Who are the Anglo Saxons?   | Who settled where? (the Scots)     | Anglo Saxon village (place names)  | Religion/ Beliefs  | Alfred the Great |
| <b>English</b>                                      | <b>Persuasive writing</b><br>Linked to healthy eating   | <b>Poetry</b><br>Linked to History |  | <b>Instructions/recipe</b><br>Linked to DT   |                  |
| <b>Maths</b>  | <b>Multiplication and Division</b><br>Understand how to multiply and divide using formal written methods<br><b>Decimals</b><br>Reading, counting, converting and rounding decimals  |                                    | <b>Decimals</b><br>Reading, counting, converting and rounding decimals<br><b>Fractions</b><br>Count up and down in tenths<br>Recognise, show, find, write, add and subtract and compare and order fractions<br>Solve problems involving tenths and fractions |  |                  |
| <b>Science</b>                                      | <b>Energy- Sound</b> (vibration, pitch and volume) <ul style="list-style-type: none"> <li>Know how sound is made associating some of them with vibrating.</li> <li>Know what happens to a sound as it travels from its source to our ears.</li> <li>Know the correlation between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Know how sound travels from a source to our ears.</li> <li>Know the correlation between pitch and the object producing a sound.</li> </ul> |                                    |  | <b>Maths links</b> <ul style="list-style-type: none"> <li>Construct a bar chart with different scales on the frequency axis</li> <li>Interpret bar charts with different scales on the frequency axis</li> </ul> |                  |
| <b>PHSE/(RSE) Relationships &amp; Sex Education</b> | <b>Assemblies: Friendships and Belonging</b>  |                                    |  |  |                  |
| <b>Design and Technology (D.T.)</b>                 | <b>Cooking (linked to history)</b><br>Using ingredients inspired by the Anglo Saxons we are going to design, make and evaluate a starter, main and desert meal.   |                                    |  |  |                  |
| <b>Computing</b>                                    | <b>PowerPoint (linked to D.T/history)</b><br>Use skills learnt when using word<br>Open PowerPoint independently<br>Save and open files from documents folder<br>Minimise/reduce document and reopen document from taskbar<br>Create new slide   |                                    | <b>PowerPoint (linked to D.T/history)</b><br>Explore designs<br>Explore transitions<br>Insert picture<br>Use the menu tool to preview part or all of presentation  |  |                  |
| <b>P.E.</b>   | <b>Gymnastics</b><br>Develop competence to excel in a broad range of skills such as: rolling, jumping, balancing and performing   |                                    | <b>Ultimate Frisbee</b><br>Engage in competitive sports and activities and develop skills such as: accuracy in throwing, team work and tactics   |  |                  |

|               |  |
|---------------|--|
| <p>RE</p>     | <p>Hinduism</p> <p><u>What does it mean to be Hindu in Britain today?</u></p> <p><b>Make sense of belief:</b></p> <p>Describe how Hindus show their faith within their families in Britain today<br/> Describe how Hindus show their faith within their faith communities in Britain today<br/> Identify some different ways in which Hindus show their faith</p> <p><b>Understand the impact:</b></p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean<br/> Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> <p><b>Make connections:</b></p> <p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p> |
| <p>French</p> | <p>Parts of the body.</p>  |