

Y4 Curriculum Overview - Term 6

A Day in the Life of...

Value	Responsibility	
History	Vikings Who were the Vikings? Settlement/ village (place names) Laws and Justice Religion/Beliefs Edward the Confessor and his death	
Relationships & Sex Education (RSE)	Relationships and Sex Education (To be confirmed)	
English	Explanation text (Linked to history)	Discussion text (Linked to R.E.)
Maths	Decimals Reading, counting, converting and rounding decimals	Fractions Count up and down in tenths Recognise, show, find, write, add and subtract and compare and order fractions Solve problems involving tenths and fractions
Science	States of matter (changes of state, evaporation and condensation) <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 heated or cooled, and measure and research the temperature at which this happens in degrees Celsius. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	Maths links <ul style="list-style-type: none"> • Interpret a time graph • Construct a time graph

<p>Music</p>	<p>Performance</p> <ul style="list-style-type: none"> • Look at music notation with reference to metre and accent to build extended performance piece from a poem, using canon and ostinati as accompaniments, also paying attention to diminuendo and balance • Use beatbox techniques to perform a rap with vocal beatbox techniques • Devise a rhythmic accompaniment with balancing voices to perform a poem • Combine expressive use of the voice with physical movement in a performance • Compose and play sequences of word rhythms using call and response and rondo structure • Learn rhythmic and melodic accompaniments for a song and combine them to perform a traditional West African call and response to sing a verse and chorus song 	
<p>Design and Technology (D.T.)</p>	<p>Designing and making (Linked to history)</p> <p>Design and make an Anglo-Saxon village using wood.</p>	
<p>Computing</p>	<p>Paint 3D (linked to D.T/history)</p> <ul style="list-style-type: none"> • Explore the different types of markers e.g. pencil, brush etc. • Explore the different thicknesses of marker • Explore the different types of 2D and 3D shapes • Use the skills from word to explore different fonts and sizes of texts • Enable to children to explore their creativity. 	
<p>PE</p>	<p>Athletics</p> <p>Develop competence to excel in a broad range of skills such as: running with power and control, jumping using the correct technique and understanding how to transfer the baton in relay</p>	<p>Cricket</p> <p>Engage in competitive sports and activities and develop skills such as: throwing, batting and fielding</p>

<p>RE</p>	<p>Comparing beliefs</p> <p>How and why do people mark the significant events of life?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today 	<p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in ceremonies of commitment and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live • Identify some differences in how people celebrate commitment 	<p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.
<p>French</p>	<p>The Zoo. Extra Classroom Instructions</p>			