



YEAR 4

CURRICULUM LEAFLET

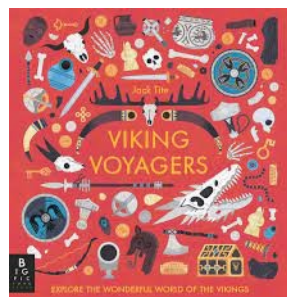
CREATE—SUMMER 1

GLOBAL GOALS: 12 & 3



READING

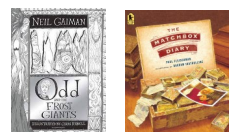
Children will begin to read **Viking Voyagers** by **Jack Tite**. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



WRITING

Using **Odd** and the **Frost Giants** by **Neil Gaiman** and **Chris Riddle**, children will follow the main character Odd on an exciting adventure. They will be writing factual reports on the Vikings, describing a character, writing a letter in role and finally creating their own story following a similar structure.

Using **The Matchbox Diary** by **Paul Fleischman**, the children will investigate migration and read for research to gather ideas about Ellis Island. Finally, they will write a non-chronological report..



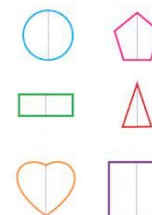
MATHS

Review Prior Learning:

- Decimals
- Area and perimeter

New Learning:

- Solving measures and money problems
- Shape and symmetry



RE/ PSHE

RE:

We will be exploring the question: What role does food play within religions?

PSHE: Economic wellbeing

We will focus on citizenship this term and will be looking at what human rights are and how we can implement these within our community.

PE/COMPUTING

Physical Education:

In P.E, year 4 will have two lessons a week. One of these will be an Athletics session, the other will be Yoga.



Computing: Computational thinking

Our unit is 'computational thinking' for this term and we will be developing our coding skills by starting to understand the purpose of codes, creating codes for a purpose and solving problems in code.

SPANISH/MUSIC

Spanish:

We will be learning nouns for the names of family members, responding to family photos and learning adjectives to describe the hair and eyes.

Music: Black Bird

During this unit, we will be learning about: The Beatles, equality and civil rights and how music has had an impact on this.

ART/ DT

Art: Artist Study: Faith Ringgold and Giuseppe Arcimboldo

In this topic, pupils will study the artists Faith Ringgold and Giuseppe Arcimboldo. We will revisit various skills, creating a variety of pieces influenced by the artists and using a range of mediums.

DT: Electrical Systems: Torches

In this topic, children will apply their scientific understanding of electrical circuits to create a torch made from easily available materials and objects. They will also design and evaluate their product against set design criteria.



YEAR 4

HISTORY

SUMMER 1

VIKINGS

PRIOR KNOWLEDGE

Previously in Year 4:

- **Roman Britain:** how this developed and spread across Europe as well as why the Romans were so successful.
- **Anglo-Saxons and Scots:** I learned what life was like for an Anglo-Saxon and how this was different from life today. I learnt about famous monarchs in this era and the impact these have had on us today.

FUTURE KNOWLEDGE

Later in Year 5:

- **Benin Kingdom:** I will deepen my understanding of artefacts and empire and colonisation through the study of the Kingdom of Benin and the expansion of the British Empire.
- **Medieval Monarchs**
- **Middle East**

Later in Year 6:

- **Industrial Revolution**
- **Twentieth Century Conflicts**
- **Civil Rights**

NEW KNOWLEDGE

During this unit, I will learn:

- Why did the Vikings invade Britain?
- What happened at Lindisfarne in 793?
- Why did Alfred The Great sign a treaty with Guthrum?
- Were the Vikings the first Europeans to discover the Americas?
- Who were the Norse Gods?
- Did King Cnut try to stop the tide from coming in?

NEW HISTORY SKILLS

During this unit, I will learn:

Chronological understanding:

- To note connections, contrasts and trends over the different time periods that exist between different groups that invaded Britain.

Historical inquiry:

- Use evidence to ask questions about the Viking struggle for the Kingdom of England.
- To recognise and quantify the different time periods that exist between different groups that invaded Britain.

Knowledge and interpretation:

- Explain how events from the past have helped shape our lives today.
- Suggest causes and consequences of some of the main events and changes in history.

KEY IDEAS AND VOCABULARY

Vikings



People from Scandinavia (Norway, Sweden and Denmark). They were also referred to 'Norsemen'.

Danelaw



The land which King Alfred agreed to give to the Vikings.

Raid



A surprise attack with the aim of stealing things.

Danegeld



Money paid to Vikings to try and stop them invading and raiding.

Longship



Long, narrow boats which the Vikings used for raiding.

Pagan



During the Viking times, people believed in multiple gods.

Monotheist



Someone who believes in only one god.

Polytheist



Someone who believes in multiple gods.



YEAR 4

SCIENCE

SUMMER 1

ADAPTATIONS

PRIOR KNOWLEDGE

Previously in Year 2:

- I have learnt about the habitats of different animals and how these may need to change over time to help them to survive.

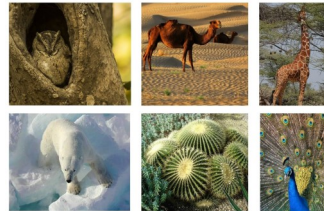
Previously in Year 3:

- I have learnt about what plants need to survive and grow as well as how these adapt to their environment.

NEW KNOWLEDGE

During this unit, I will learn:

- What is an adaptation?
- How are organisms adapted to hot environments?
- How are organisms adapted to cold environments?
- What adaptations do nocturnal animals have?
- How are organisms adapted to live under water?
- How are organisms adapted to live in the deep sea?



KEY IDEAS AND VOCABULARY

Adaptations are unique characteristics that allow animals to survive in their environment. There are three types of adaptations: structural, physiological, and behavioural.

Organism



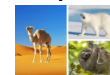
Anything that is alive

Habitat



Natural home of an organism

Adaptation



The characteristics of an organism that help it survive in its environment

Camouflage



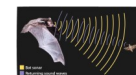
An adaptation that allows animals to blend in with their environment

Nocturnal



Animals that are active at night

Echolocation



A way of finding objects using sound

Climate



The temperature and weather conditions of a certain place

Comparison



To discuss the similarities and differences of something

FUTURE KNOWLEDGE

Later in Year 5:

- Biology: Humans and Animals Over Time**—I will learn about humans and animals over time

Later in Year 6:

- Biology: Cells**



SCIENTIFIC ENQUIRY

During this unit, I will learn:

- To ask relevant questions
- To make careful observations and record my results
- To classify my results
- To deliver an oral report on my findings
- To use evidence from my results to give a conclusion

