



Curriculum Overview	PSHE	History	PE	Music
<p>Year 4 Term 6 Victorians</p> 	<p>The children will know ways to improve emotional wellbeing and explain ways to boost mood and improve emotional wellbeing. They will explain the link between participating in interests, hobbies and community groups and mental wellbeing. The children will learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health and identify some of the risks of caffeine, cigarettes, e-cigarettes/vaping and alcohol, identifying how these risks can affect the person, or those around them. They will explain how laws, guidelines and restrictions help to keep people safe and healthy, and identify where people can get help and support to protect their own and others' health.</p> <p>The children will learn about the safe use of medicines and household products and explain the importance of taking medicines correctly and using household products safely. They will identify risk in relation to the use of medicines and household products, and suggest what action to take to help prevent or minimise harm and recognise sources of information and whom to ask for help with medicine safety.</p>	<p><u>Victorians</u></p> <p>The children will put the Victorian period into historical context and will use historical sources to find out about the Victorian period. They will identify the Victorian era on a timeline and use the skills of historical enquiry to find out about the Victorian monarchs. The children will find out some famous Victorian inventions and explain how new inventions changed people's lives during the Victorian era. They will also use a range of secondary sources to find out about key dates, events and people in the Victorian period. The children will find out about who could go to school and how it changed over the Victorian period, comparing Victorian schools with modern day schooling. Lastly they will draw historical conclusions about the life and reign of Queen Victoria (Jubilee)</p>	<p><u>Athletics</u></p> <p>The children will engage in a variety of pulse-raising running and avoiding games to develop nimble footwork and problem-solving, transference of body-weight and spatial awareness. To develop techniques of rhythm in running and over obstacles, throwing, sprinting style, jumping combinations, relay take-over, estimating duration, distance and speed, jumping high and long, sprint starts, distance running, throwing for distance and accuracy and relays</p> <p>To use a range of equipment, techniques and body positions when throwing; explore a range of take offs and landings when jumping high and long, experience a range of speeds and rhythms when running and understanding when to use the appropriate one; to work together in groups or teams to engage in challenges, relays and problem-solving activities.</p>	<p>Describe the structure of what they can hear in musical excerpts (live and recorded).</p> <p>Compare different styles of music, with reference to composers and musicians from a range of traditions with complex language.</p> <p>Accurately name some of the instruments they can hear and the family of instruments they belong to.</p>
Art / DT	RE	French	Maths	
<p>The children will study William Morris and complete tile printing/wallpaper designs. They will use their sketch books to record their observations and use them to review and revisit ideas They will also investigate great artists, architects and designers in history. Lastly they will think about how to improve their mastery of art and design printing techniques.</p>	<p><u>Why do some people think that life is a journey? What significant experiences mark this?</u></p> <p>Recall and name some of the ways religions mark milestones of commitment (including marriage) - including Christian, Jewish and/or Hindu ceremonies of commitment. Know what these rituals mean.. Name at least two promises made by believers at these ceremonies and say why they are important. Explain why some people see life as a journey and identify some of the key milestones on this journey. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. Explain similarities and differences between ceremonies of commitment. Discuss own ideas (from their knowledge and learning) about the value and challenge of religious commitment in Britain today</p>	<p>The children will:</p> <ul style="list-style-type: none"> -Know the nouns and determiners for 12 classroom objects in French -Know how to answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do have in your pencil case?) -Know how to move from an indefinite determiner (a) to a possessive adjective (my) in French. -Know how to use the negative response and use all my new knowledge to say what I have/do not have in my pencil case. 	<p>The children will develop the ability to convert between units of time. They will apply their knowledge of existing facts (for example, the number of minutes in an hour) when expressing a period of time using a different unit of measurement. Children will also be introduced to the concept of the 24-hour clock, learning to state the time as both a 12- and 24-hour clock time. Children will solve problems using these new concepts, including word problems. The children will develop their understanding of types of 2D shapes and their properties. Children begin by learning about three types of angles: acute, obtuse and right angles. They will use right angles as a way of recognising when angles are acute or obtuse. Children will then compare and order angles in ascending and descending order. Children will then learn about how shapes can be regular or irregular and will discover what this means and how it relates to the angles they have been learning about. The children will then learn about different types of triangles and different types of quadrilaterals. Children will be encouraged to apply all they have learnt to deduce facts about shapes and solve shape based problems and puzzles. Finally, children will develop their understanding of symmetry, both inside and outside of shapes, and will complete symmetrical shapes and patterns.</p>	
English			Science	Termly School Value
<p>We will start term 6 by looking at examples of newspaper reports and the features included in them. We will then write our own newspaper report about Grace Darling's daring rescue of survivors from a shipwreck in 1838, linking to our project on the Victorians. We will learn about the power of a creative headline, how to include essential information and detail by considering the '5Ws' – who, what, where, when and why – as well as how to include quotations from the characters 'on the ground' at the time. Later on in the term, we will explore the wonderful 'Mufaro's Beautiful Daughters', before writing our own version of a story from another culture. In reading, we will continue to develop our fluency using the same texts, exploring and extending our vocabulary as well as answering a variety of comprehension questions where we will infer meaning, retrieve, explain using quotations to justify our thinking, predict and summarise.</p>			<p><u>Sound</u></p> <p>Children will learn about how to identify how sounds are made and be able to associate some of them with something vibrating. They will be able to recognise that vibrations from sounds travel through a medium to the ear. The children will also know how to find patterns between the pitch of a sound and features of the object that produced it. We then move onto knowing how to find patterns between the volume of a sound and the strength of the vibrations that produced it. They will also know how to recognise that songs get fainter as the distance from the sound source increases.</p>	 <p>RESILIENCE</p>

