

## Year Four Curriculum Map for the Autumn Term - The Anglo-Saxons



Science Area of study:	History Area of study:	Music Area of study:
<p><b>States of matter:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* compare and group materials together, according to whether they are solids, liquids or gases</li> <li>* observe that some materials change state when they are heated and cooled, and measure or research the temperature at which this happens in degrees Celsius</li> <li>* identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul> <p><b>Electricity</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* identify common appliances that run on electricity</li> <li>* construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>* 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</li> <li>* recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>* recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	<p><b>Anglo-Saxons &amp; Scots</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>* about the history of these islands as a coherent, chronological narrative</li> <li>* to understand historical concepts such as continuity and change</li> <li>* to understand methods of historical enquiry</li> <li>* to gain historical perspective</li> <li>* about the Roman withdrawal from Britain in AD 410</li> <li>* about Scots invasions from Ireland to north Britain (now Scotland)</li> <li>* about Anglo-Saxon invasions, settlements and kingdoms</li> <li>* about Anglo-Saxon art and culture</li> <li>* about Christian conversion</li> </ul>	<p><b>Charanga: Mama Mia (Pop/musicals)</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>* improvise and compose music for a range of purposes</li> <li>* listen with attention to detail and recall sounds with an increasing aural memory</li> <li>* appreciate and understand a wide range of high quality music</li> <li>* develop an understanding of the history of music</li> </ul>
		<p><b>Art</b> Area of study:</p>
		<p><b>Sculpture – Anglo- Saxon Helmet</b></p> <ul style="list-style-type: none"> <li>* create sketch books to record their observations and use them to review and revisit ideas</li> <li>* to improve their mastery of drawing and painting with a range of materials</li> <li>* to develop a range of art and design techniques</li> </ul>
		<p><b>Physical Education</b> Area of study:</p>
		<p><b>Invasion Games - Hockey Gymnastics/Dance (Sports Coach – Autumn 1)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* use running, jumping, throwing and catching in isolation and in combination</li> <li>* play competitive games, modified where appropriate</li> <li>* develop flexibility, strength, technique, control and balance</li> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<p><b>Computing</b> Area of study</p>		
<p><b>Understanding Technology/ Safe and responsible use of Technology (ongoing)</b></p> <ul style="list-style-type: none"> <li>* understand computer networks including the internet; how they can provide multiple services and the opportunities they offer for communication and collaboration</li> <li>* use search technologies effectively, appreciate how results are selected and ranked</li> <li>* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour</li> </ul>	<p><b>Geography</b> Area of study:</p>	
	<p><b>Locational knowledge:</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>* to name and locate the world's seven continents and five oceans</li> <li>* to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	
	<p><b>Ongoing: Map and Field work</b></p> <ul style="list-style-type: none"> <li>* to use maps, atlases, globes and digital/computer mapping to locate countries</li> <li>* to be introduced to the eight points of a compass and four figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider World</li> <li>* to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</li> </ul>	<p><b>P.S.H.E</b> Area of study:</p>
<p><b>R.E.</b> Area of study:</p>		<p><b>Being Me in my World (Autumn 1)</b></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>* that attitudes and actions make a difference to a class team</li> <li>* who is in the school community, the roles they play and how they fit in</li> <li>* to understand how democracy works through the school council &amp; Election Process – <b>British Values</b></li> <li>* that their actions affect themselves and others, to show empathy towards others</li> <li>* to work in a group and contribute appropriately</li> <li>* to understand how democracy and having a voice benefits the community</li> </ul>
<p><b>Why do religions have rules?</b></p> <ul style="list-style-type: none"> <li>* understand why societies have to have rules</li> <li>* know that religious groups have specific rules or guidelines to live by</li> <li>* understand why rules are important to religions</li> </ul> <p><b>How and why do Hindus celebrate Divali?</b></p> <ul style="list-style-type: none"> <li>* understand the basic facts of the Hindu religion</li> <li>* understand key events of the story of Rama and Sita</li> <li>* understand the characters' feelings in the story</li> <li>* understand what Divali means to Hindus</li> <li>* understand that Hindus celebrate Divali</li> </ul> <p><b>How do Christians celebrate Christmas today?</b></p> <ul style="list-style-type: none"> <li>* understand the difference between Christmas as a religious festival and secular celebration</li> <li>* understand the Christmas story and its importance</li> <li>* understand how Christians celebrate Christmas</li> <li>* understand how worship is important to Christians</li> <li>* understand why candles are used and the significance to Christians</li> </ul> <p><b>British Values</b> – Freedom to choose other faiths/beliefs, Acceptance of other faiths/beliefs, Combating discrimination</p>		<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>* to be accepting of other people</li> <li>* to understand what influences people to make assumptions about others</li> <li>* to know what bullying is and how to deal with it</li> <li>* to identify what makes them special and unique</li> <li>* to accept people for who they are</li> </ul>
		<p><b>D.T</b> Area of Study:</p>
<p><b>French</b> Area of study:</p>		<p><b>Textiles: Fabric Christmas Decoration</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>* design, generate and develop ideas</li> <li>* select tools, materials and components</li> <li>* evaluate their ideas</li> </ul>
<ul style="list-style-type: none"> <li>* to ask questions and answer questions in French</li> <li>* French adjectives</li> <li>* vocabulary to play a game</li> <li>* masculine nouns/feminine nouns.</li> </ul>		

