



Leagrave Primary School

‘Striving for Excellence, Learning for Life.’



Year 4 Curriculum Organiser
Autumn Theme: Traders and Raiders

English 1: Narrative – Mission

Impossible

Reading Knowledge and Skills

2A: Give and explain the meaning of words in context

- Know how to use a dictionary to find the meaning of new words
- Know that thesaurus offers plausible alternate word choices.

2B: To retrieve and record information

- Identify specific words or phrases in a text to support answer
- Know how to give an opinion about a text they have read and begin to support their answer with evidence

SPaG Knowledge and Skills

- Use adverbials and fronted adverbials
- Use word/ phrase/clause to modify a verb or clause

Writing Knowledge and Skills

- Create more detailed settings, characters and plot in narratives to engage the reader.
- Consistently organise writing into paragraphs
- Write narratives with a clear beginning, middle and end with a coherent plot.
- Proofread confidently and amend own and others' writing, e.g. adding in nouns/ pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.

English 2: Non-Fiction - Biographies

Reading Knowledge and Skills

- 2a Author's choice of words: explain why an author has chosen words/ phrases to describe character/ setting
- 2b Information retrieval: Identify specific words/phrases in text to support their answer. give an opinion about a text they have read with evidence.
- 2b Information retrieval: know how to locate information using photos and diagrams. explain features layout and structure of text types

SPaG Knowledge and Skills

- Use possessive apostrophe correctly in words with regular plurals
- Use a comma after fronted adverbials
- Propose changes to grammar and vocabulary to improve consistency.
- Use inverted commas to indicate direct speech.

Writing Knowledge and Skills

- Organise writing into paragraphs
- Plan, organise and edit writing.
- Use non-fiction text features including subheadings.
- Use correct subject verb agreement.

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Year 4 Basic Skills Coverage Autumn One

Personal, Social, Health and Relationship Education:

Being Me In My World

- Know my attitudes and actions make a difference to the class team
- Understand who is in my school community, the roles they play and how I fit in
- Understand how democracy works through the School Council
- Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
- Understand how groups come together to make decisions
- Understand how democracy and having a voice benefits the school community

Class Reader: **Sky Hawk**



Maths:

Knowledge and Skills

Place value:

- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)
- Order and compare numbers beyond 1000
- Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100 or 1000

Addition and subtraction:

- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why

Times Table Focus: 12 x12 including related division facts

Home Learning Expectations

- Daily Reading and times tables
- Weekly spellings sent home on Weds
- Weekly tasks on Google Classroom set on Friday and due in following Wednesday

Whole School Values Focus

RESPECT

English 3: Narrative-Warning

narrative

Reading Knowledge and Skills

2A: Give and explain the meaning of words in context

- Know how to use a dictionary to find the meaning of new words
- Know that thesaurus offers plausible alternate word choices.

2B: To retrieve and record information

- Identify specific words or phrases in a text to support answer
- Know how to give an opinion about a text they have read and begin to support their answer with evidence

SPaG Knowledge and Skills

- Use inverted commas to indicate direct speech.
- Comma after fronted adverbials
- Use nouns expanded by adding prepositional phrases
- Use terms; determiner, pronoun, possessive pronoun, adverbial

Writing Knowledge and Skills

- Plan, organise and edit writing.
- Punctuate dialogue correctly.
- Use a wide range of interesting vocabulary.

English 4: Non-Fiction- Electricity fact file

Reading Knowledge and Skills

2c Know how to make a table/ chart to show information

2b Know how to give an opinion about text read and support answer with evidence

2e Know how to identify words give you an impression about a character or a situation

SPaG Knowledge and Skills

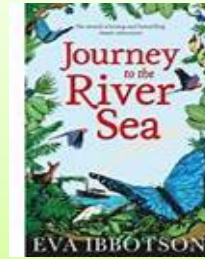
- Use a comma after fronted adverbials
- Use pronouns to avoid repetition.
- Correct subject verb agreement.

Writing Knowledge and Skills

- Plan, organise and edit writing.
- Identify and use a range of features.
- Organise paragraphs around a theme.
- Use a wide range of interesting vocabulary.

Class Reader:

Journey to the River Sea



Personal, Social, Health and Relationship Education:

Celebrating Difference

- Understand that, sometimes, we make assumptions based on what people look like
- Understand what influences me to make assumptions based on how people look
- Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure
- Can tell why witnesses sometimes join in with bullying and sometimes don't tell
- Can identify what is special about me and value the ways in which I am unique
- Can tell you a time when my first impression of someone changed when I got to know them

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Year 4 Basic Skills Coverage Autumn Two

Maths:

Knowledge and Skills

Measure:

- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Convert between different units of measure [for example, kilometre to metre

Multiplications and Division:

- Recall and use multiplication and division facts for multiplication tables up to 12 x 12
- **Count in multiples of 6, 7, 9, 25 and 1000**
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Solve problems involving multiplying and adding, using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Times table focus: 12 x 12 included division facts

Home Learning Expectations

- Daily Reading and times tables
- Weekly spellings sent on Weds
- Weekly tasks on Google Classroom set on Friday and due in following Weds

Whole School Values Focus

INDEPENDENCE



Year 4

Traders and Raiders

Autumn Term

Enrichment Opportunities

Wow Entry and Outcome:

Visits and Visitors: Viking Drama Workshop



History: Anglo Saxons and Vikings

Compare and contrast two civilisations. Know that:

- Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. These characteristics can be similar or contrasting across different civilisations.
- Can explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.
- Know historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.
- Know societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.

Describe the significance and impact of power struggles on Britain. Know that:

- The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England.
- Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.
- Explain the cause, consequence and impact of invasion and settlement in Britain.
- Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left.
- Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country.
- kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia

Explain the cause, consequence and impact of invasion and settlement in Britain. Know that:

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Glossary

Longship – a long, wooden, narrow boat used by the Vikings.

Pillage – to steal goods using violent tactics.

Raid – to suddenly attack a place.

Key Vocabulary

Danegeld	"Paying the Dane". King Etherred paid the Vikings 4500kg of silver to go home but they kept returning and were paid 22,000kg of silver in Danegeld altogether.
exile	To be sent away.
invade	To enter and occupy land.
kingdom	An area ruled by a king.
longship	A long, wooden, narrow boat used by the Vikings.
outlawed	Having all property taken away and no longer being able to live in the community.
pagans	A religion where many gods and goddesses are worshipped.
pillaged	To violently steal something.
raid	A surprise attack.
wergild	A payment system used to settle disputes between a criminal and the victim or their family.

The Early Vikings

The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called **longships** and first arrived in Britain around AD 787. The Vikings **raided** places such as monasteries and **pillaged** expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials.



The Vikings also wanted to claim land and tried to take over much of Britain. They **invaded** and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.

Anglo-Saxon Kings

The kings of Anglo-Saxon Britain each ruled their own **kingdom** and the people in it. They fought to defend their **kingdom** or take control of other **kingdoms**. When the Anglo-Saxons first settled in Britain, there were seven **kingdoms**, but by AD 878 there was just one **kingdom** left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.



Viking Life

Farms - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat.

Houses - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls.

Jewellery - Worn to show off how rich a person was.

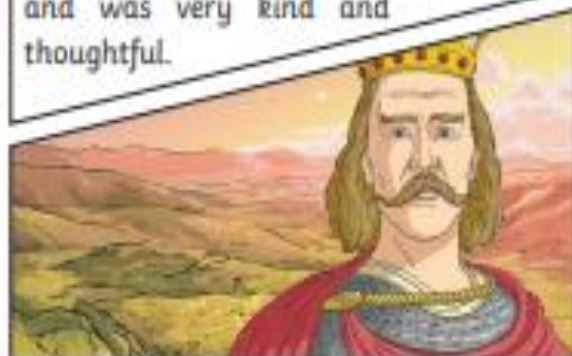
Pagans - Vikings arrived as pagans but eventually converted to Christianity.

Sagas - Vikings used rhyme to tell stories about adventures and battles against monsters.



The Last Anglo-Saxon Kings

AD 1042 - Edward the Confessor became King. He was known as 'the Confessor' because he led a very religious life and was very kind and thoughtful.



Anglo-Saxon Laws and Punishments

The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often very brutal and would be carried in public to act as deterrents, to discourage others from committing such crimes. Stoning, whipping and exile were common punishments; as well as paying a fine (**wergild**), or receiving reparations in the form of hot or cold water ordeals.



AD 1066 - Harold II tried to stop Harald of Norway from invading England and killed him in the Battle of Stamford Bridge.

Viking Laws and Punishments

Viking laws were not written down but passed on by word of mouth. Punishments could include fines, being semi-outlawed, fighting to the death, or revenge on someone who has killed a family member.

William, the Duke of Normandy, thought he should be king so came to fight Harold in the Battle of Hastings (AD 1066). Harold was shot through the eye with an arrow and died in the battle. William of Normandy, who became known as William the Conqueror, became King, bringing the Viking and Anglo-Saxon age to an end in AD 1066.



You will need:

- A4 piece of white paper
- silver, gold or bronze metallic paint
- a paintbrush
- a clay tool with a fine point (or a paintbrush with a fine point at the non-brush end)
- black wax crayon



Art and Design:

Amulets and printing

Add embellishments and decorations to enhance a form or sculpture

- Add beads, jewels or other decorative items to the clay in order to embellish

Use a motif and stencil to create a mono or repeated print

- Use linoleum and carving tools to create a print block in which to make a repeated pattern. Make other prints in order to build up Repeated pattern. – link to geometric shapes in anglo saxon jewellery.

Create a photo montage of digital images to achieve a particular purpose (Black History Month)

Use bold colour and geo-metric shapes to create a graphic style print

- Anglo-Saxons used a variety of geometric shapes in their jewellery such as: circles, triangles and squares.

Comment on similarities and differences between own and others' work, describing what they feel about both

- Children can use vocabulary such as: complimentary, contrasting, harmonious, similar, difference to describe their own and others' art. Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.

Geography

Conduct a study of the local area and link this to wider geographical contexts.

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Design and Technology Designing and Sewing a pouch for an amulet

Choose from a range of materials showing an understanding of their different characteristics

- Understand that materials such as leather, canvas and rubber are waterproof but harder to join
- Understand that materials such as felt, cotton, wool are malleable are not waterproof but easier to join

Analyse the potential of a range of tools and use them with precision

- Blanket Stitch

Use a simple pattern to create a life-sized money pouch

- Understand that items of clothing are created by sewing together different pieces of material and that this is called a pattern
- Understand that the different parts and shapes are joined through stitching

Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user.

- To be completed once outcomes have been decided
- Make realistic, step by step plans, reflecting on designs as the product develops

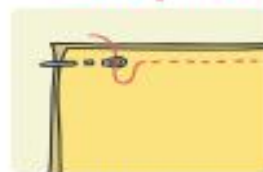
Children can apply the knowledge from previous years to make plans

- Understand that plans might need to be adapted as the product develops, if changes are made. This helps to refine your product as it is made / constructed.
- Suggest improvements to products made and describe how to implement them (taking the views of others into account).
- Understand that many people work together to evaluate a product
- Understand that it is important to listen and reflect on what others say about their design – in order to refine it effectively
- Explain how closely, finished products, meet their design criteria and say what they could do better in the future.
- Understand that an evaluation should be made against the criteria design
- Say whether or not their final design was successful in achieving the intended criteria design

Build models incorporating motors (link with Science)

- Understand that there are different types of circuits and that one of these is called a series circuit.
 - Know that a parallel circuit is one that has two or more paths for the electricity to flow. The voltage is shared equally amongst the components.
 - Understand that a motor can be used to move an object
- Cut internal shapes. (Christmas)
- Know that internal shapes are those that are enclosed by a material on all sides
 - Know that internal shapes in paper and card can be cut by folding the paper and marking half of the shape that is required and then cutting.
 - Know that the internal shapes can also be created by making a cut with paper and then opening it out and cutting round the shape

Simple Sewing Stitches



running stitch



basting stitch



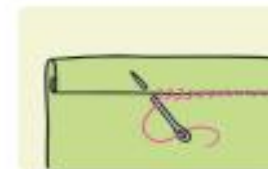
backstitch



invisible stitch



slip stitch



hemming stitch



overcast stitch



catch stitch





Year 4 Subject Focus: Autumn Term

Science: Autumn 1:

To identify how sounds are made, associating some of them with something vibrating

- A sound is produced when something vibrates
- Recognise that vibrations from sounds travel through a medium to the ear
- Sound often travels through the air in order for us hear
- Sound can also travel through materials such as: water, wood, metal etc

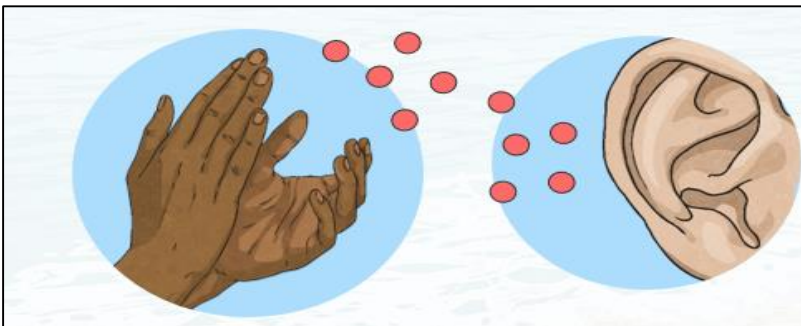
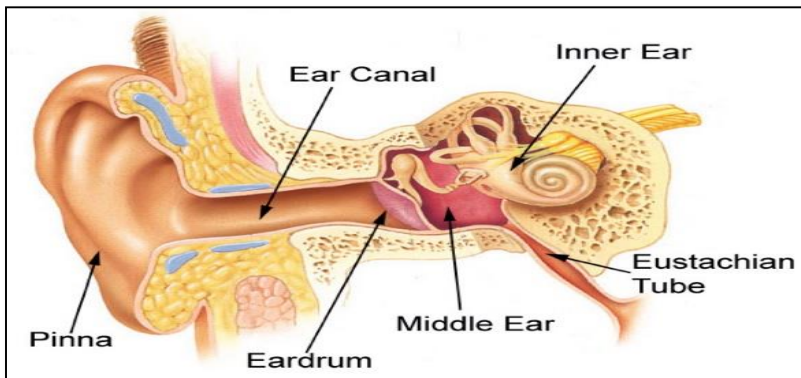
Find patterns between the pitch of a sound and features of the object that produced it

- Pitch is how high or low a sound is
- The shorter the vibrating object the higher the pitch will be
- The longer the vibrating object the lower the pitch will be

Find patterns between the volume of a sound and the strength of the vibrations that produced it

- Volume is how loud or quiet a sound is
- The harder the vibrating object vibrates the louder the sound will be
- Recognise that some sounds get fainter as the distance from the sounds source increases

- The closer someone is to a vibrating object the louder the sound will be
- The further someone is to a vibrating sound the quieter the sound will be



Science: Autumn 2

Identify common appliances that run on electricity

- Electricity is an energy source which can be changed to other energy sources such as: light, heat and sound
- Electricity is made by generators which can be powered by fossil fuels, or renewable sources such as wind or solar
- Electricity powers items such as: Televisions, game consoles and lights

Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

- A circuit will need a power source (battery), connected by wires, and attached to a component such as a: buzzer, bulb or motor
- A circuit must not have any gaps
- A series circuit is arranged that so that the current can only take one path and any components receive power (voltage) in the order according to their layout. Components further away will receive less voltage as it is used by other components.

Identify whether or not a lamp or light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery

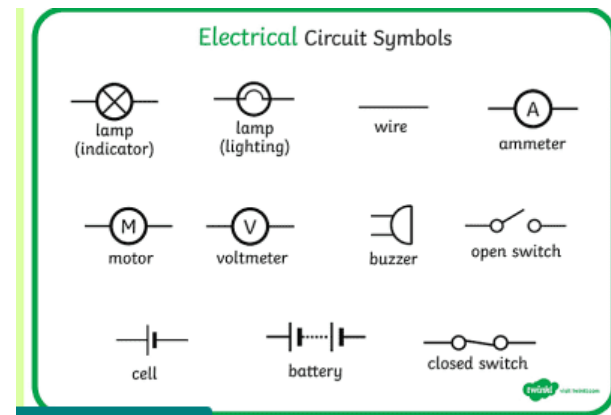
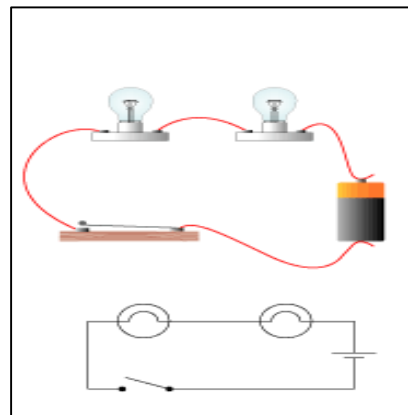
- A lamp will not light if there is a break in the circuit
- A lamp will not light if there is no power source

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

- A lamp will not light if a switch is in the off position as this creates a gap in the circuit

Recognise some common conductors and insulators and associate metals with being good conductors

- A conductor is a material which allows electricity to pass through it
- An insulator is a material which does not allow electricity to pass through it
- Examples of insulators: wood, rubber, plastic
- Examples of conductors: iron, water, steel



Key Vocabulary

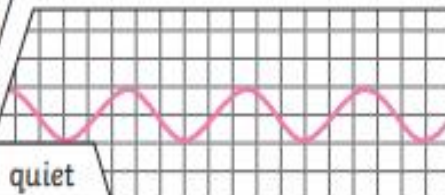
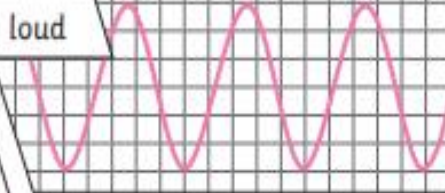
vibration	A movement backwards and forwards.
sound wave	Vibrations travelling from a sound source.
volume	The loudness of a sound.
amplitude	The size of a vibration . A larger amplitude = a louder sound.
pitch	How low or high a sound is.

Key Knowledge

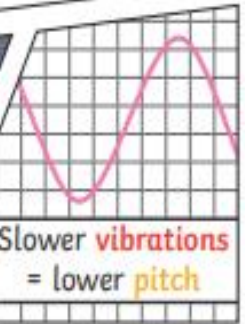
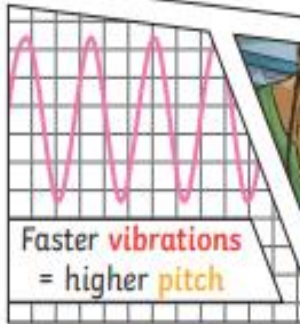
Sound is a type of energy. Sounds are created by **vibrations**. The louder the sound, the bigger the **vibration**.



The size of the **vibration** is called the **amplitude**. Louder sounds have a larger **amplitude**, and quieter sounds have a smaller **amplitude**.



Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-**pitched** sound. A rumble of thunder is an example of a low-**pitched** sound.



You can change the **pitch** of a sound in different ways depending on the type of instrument you are playing.

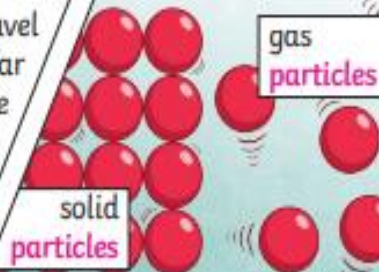
For example, if you are playing a xylophone, striking the smaller bars with the beater causes faster **vibrations** and so a higher **pitched** note. Striking the larger bars causes slower **vibrations** and produces a lower note.



Key Vocabulary

ear	An organ used for hearing.
particles	Solids, liquids and gases are made of particles . They are so small we are unable to see them.
distance	A measurement of length between two points.
soundproof	To prevent sound from passing.
absorb sound	To take in sound energy. Absorbent materials have the effect of muffling sound.
vacuum	A space where there is nothing. There are no particles in a vacuum.
eardrum	A part of the ear which is a thin, tough layer of tissue that is stretched out like a drum skin. It separates the outer ear from the middle and inner ear . Sound waves make the eardrum vibrate .

Sound energy can travel from **particle to particle** far easier in a solid because the **vibrating particles** are closer together than in other states of matter.



Key Knowledge

Sound can travel through solids, liquids and gases. Sound travels as a **wave**, **vibrating the particles** in the medium it is travelling in. Sound cannot travel through a vacuum.

When you hit the drum, the drum skin **vibrates**. This makes the air **particles** closest to the drum start to **vibrate** as well.



The **vibrations** then pass to the next air **particle**, then the next, then the next. This carries on until the air **particles** closest to your ear **vibrate**, passing the **vibrations** into your **ear**.



Inside your **ear**, the **vibrations** hit the **eardrum** and are then passed to the middle and then the inner **ear**. They are then changed into electrical signals and sent to your brain. Your brain tells you that you are hearing a sound.



If you throw a stone in a pond, it will produce ripples. As the ripples spread out across the pond, they become smaller. When sound **vibrations** spread out over a **distance**, the sound becomes quieter, just like ripples in a pond.



Key Vocabulary

electricity	The flow of an electric current or charge through a material, e.g. from a power source through wires to an appliance .
generate	To make or produce.
renewable	A source of electricity that will not run out. These include solar, nuclear, geothermal, hydro and wind.
non-renewable	This source of energy will eventually run out and so will no longer be able to be used to make electricity . These include fossil fuels - coal, oil and natural gas.
appliances	A piece of equipment or device designed to perform a particular job, such as a washing machine or mobile phone.
battery	A device that stores electrical energy as a chemical.

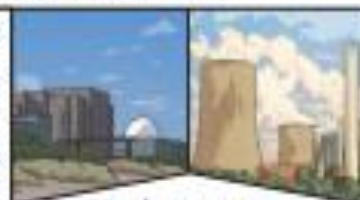
Key Knowledge

Lightning and static **electricity** are examples of **electricity** occurring naturally but for us to use **electricity** to power **appliances**, we need to make it.

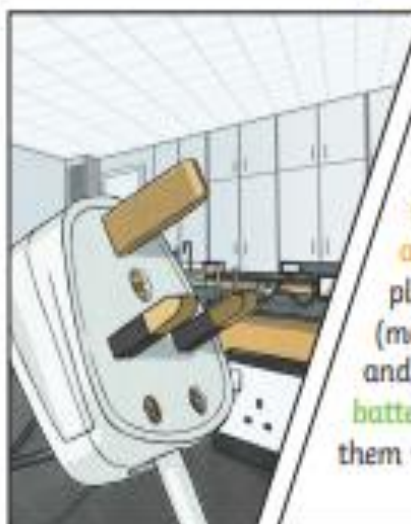


Coal, oil and natural gases are fossil fuels which, when burnt, produce heat which can be used to **generate electricity**.

Electricity can be **generated** from wind power used to turn windmills and hydroelectric power from water used in dams. The Sun's rays can be converted into **electricity** by solar panels.



Nuclear energy is created when atoms are split. This creates heat which can be used to **generate electricity**. Geothermal energy is heat from the Earth that is converted into **electricity**.



Many everyday **appliances** rely on **electricity** for them to work. Some **appliances** need to be plugged into a socket (mains **electricity**) and others have a **battery** to make them work.



Key Vocabulary

circuit

A pathway that **electricity** can flow around. It includes wires and a power supply and may include bulbs, switches or buzzers.

There are two types of electric current.

Mains electricity: power stations send an electric charge through wires to transformers and pylons. Then, underground wires carry the electricity into our homes via wires in the walls and out through plug sockets.



Battery electricity: **batteries** store chemicals which produce an electric current. Eventually, even rechargeable **batteries** will stop producing an electric current.



Key Knowledge



Electricity can only flow around a complete **circuit** that has no gaps. There must be wires connected to both the positive and negative end of the power supply/**battery**.

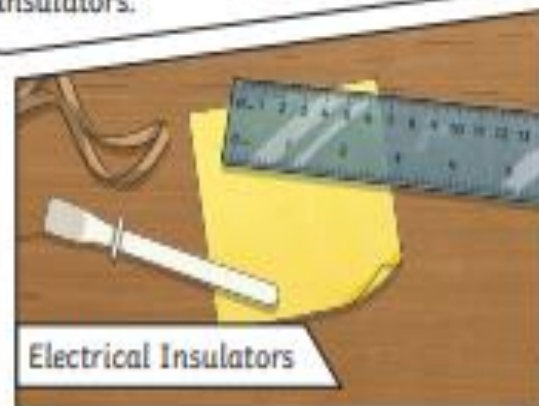
Switches can be used to open or close the **circuit**. When off, a switch 'breaks' the **circuit** to stop the flow of **electrons**. When the switch is on, the **circuit** is complete and the **electrons** are able to flow around the **circuit**.



A conductor of **electricity** is a material that is made up of free **electrons** which can be made to move in one direction, creating an electric current. Metals are good conductors. Electrical insulators have no free **electrons** and so no electric current can be made. Wood, plastic and glass are good insulators.



Electrical Conductors



Electrical Insulators

Computing

E Safety: To be able to identify the causes and consequences of cyberbullying.

- Find out the forms which cyberbullying can take and understand that it is unacceptable in any form.
- Role play scenarios so children know what to do if they witness or experience cyberbullying.
- Identify the best ways to respond and seek help

We are HTML editors:

- Learn about the basics of how web pages are made using HTML code to add images, videos and text
- Look inside web pages to discover the codes that lie behind the internet and create our own web pages

Religious Education

Why do some people think life is a journey?

- Find out about key milestones in our own life and those of a range of faith communities. Explore significant events such as baptisms, naming ceremonies and weddings.

How is faith expressed in Hindi communities and traditions

- Explore the daily life of the Hindi community in the UK . Find out about worship, key festivals such as Holi and Diwali, and learn how Hindus demonstrate their faith within the home and community

Modern Foreign Languages

Vocabulary themes such as:

- Revision of colours and numbers
- Parts of the body
- Zoo animals

Learning to ask questions

- Writing simple words and phrases
- Using a model
- Identifying specific sounds

Play games and sing songs



Music:

Charanga-Mamma Mia and Year 4 recorder tuition

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Physical Education

Each class will do one term of swimming and two terms of other sports.

Swimming

- Swim competently, confidently and proficiently over a distance of at least 25m
- Use a range of strokes effectively
- perform a self-rescue in different water based situations

Football

- Dribble, pass, receive and shoot with the ball
- Move to space to help my team.
- Understand the rules of the game
- Use simple tactics to help my team

Dodgeball

- Catch with increasing consistency
- Communicate with my teammates
- Throw with accuracy at a target.
- Understand the rules of the game.

Tennis

- Use a range of basic racket skills
- Return to the ready position to defend my own court.
- Communicate with teammates to apply simple tactics
- Under the rules of the game.



Year 4 Project Focus: Autumn Term

We Will Remember Project Week: How we remember?

Historical Knowledge and Skills

Ask historical questions about change over time;

- suggest or plan ways to answer them
- Know changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.

Explain how everyday life changed for people after invasion. (WW2)

- Societies are changed by an invasion; including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.

Art and Design Skills

Investigate, combine and organise visual and tactile qualities of materials and processes when making something.

- colour choice in art can produce different moods or feelings
- different textures in paint can be created to more accurately represent a specific form.

Use complimentary and contrasting colours for effect

- Know a complimentary colour is created by mixing two primary colours together (blue + yellow = green)
- Know contrasting colours are from two different segments of the colour wheel (red and blue, red and green).
Using these adds visual interest (look at the Google logo (and others) for effect)

Writing Knowledge and Skills: Poetry

- Plan, organise and edit writing
- Discuss and record ideas
- Use range of features in both fiction and non fiction texts.
- Organise paragraphs around a theme.
- Use a wide range of interesting vocabulary including adjectives, adverbs, prepositions and verbs.
- Use metaphors to add description.



Year 4 Black History: Autumn Term

Black History Month

Understand the origins of Black History Month and its relevance today.

Find out about the lives of significant people from the past and present and their contributions in fields such as Civil Rights, Sport and The Arts.

Life of Nelson Mandela

- Focus on the life of Nelson Mandela and his achievements, ordering events and writing accounts of his life.

Life of Louis Armstrong

- Focus on the life of Louis Armstrong and his achievements, understanding his role in musical history and some of his most famous works.

