

## YEAR 4 CURRICULUM OVERVIEW: SUMMER 2018

	FIRST HALF OF TERM	SECOND HALF OF TERM
<b>HUMANITIES</b>	<p><b>South America</b> - What are the main countries/capital cities in South America? Can you identify and select characteristics by which to categorise popular South American flags. What do you notice about the different landscapes/climate in South America? Researching the Andes, What are the common trades/main industries in South America? <b>Key Vocabulary:</b> South America, rain forest, tropical, capital city, geographical features, man-made, natural, water locked, land locked, population, landmarks, human and physical features.</p> <p><b>The Aztecs</b> – Who were the Aztecs? What is Tenochtitlan? How is Aztec society constructed? What were the fundamental Aztec’s religion and beliefs? How would you describe daily life? How and why did the Aztec empire come to an end? <b>Aztec Day in class: a range of activities to consolidate the children’s learning and understanding of this culture. Key Vocabulary (History):</b> Tenochtitlan, Aztec, archaeologist, conquistadors.</p>	
<b>SCIENCE</b>	<p><b>States of Matter – Solids, liquids or gases?</b> How to compare and group materials together, according to whether they are solids, liquids or gases? Can you sort and describe materials into solids, liquids and gases? What are gases? How can a gas be classified? What happens when you heat/cool different states of matter? What are the three states of water? How does water evaporate by investigating temperature? What part does evaporation and condensation play in the water cycle? Key vocabulary: matter, solid, liquid, gas, state, condensation, evaporation, temperature, material, the Water Cycle.</p>	<p><b>Scientists and inventors: Researching a few famous scientists culminating in the children’s own mini project described below. Alexander Graham Bell:</b> To recognise that vibrations from sounds travel through a medium to the ear in the context of Alexander Graham Bell’s invention of the telephone. To report on findings, including oral and written presentations and displays in the context of Alexander Graham Bell’s invention of the telephone. Aim: to describe Alexander Graham Bell and his inventions.</p> <p>Thomas Edison: To identify changes related to scientific ideas and processes by exploring Thomas Edison’s work with electricity. To identify common electrical appliances that run on electricity by exploring Thomas Edison’s work with electricity. Aim: To identify appliances that run on electricity and describe how Thomas Edison’s inventions changed people’s lives.</p> <p>Gerald Durrell:</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things by exploring Gerald Durrell’s conservation work in Madagascar. To explore deforestation and conservation in Madagascar. To set up simple practical enquiries and report on findings from enquiries in the context of soil erosion and nutrient loss.</p> <p>To set up an enquiry to find out about soil erosion and report on my findings. <b>Mini Project: to carry out independent learning into an important scientific figure of the children’s choice and present it to Year 4 using a medium of their choice.</b></p>
<b>ICT</b>	<p><b>Research skills</b> - To use technology respectfully and safely. Navigate a website and search effectively for a variety of media. Use a range of methods to plan, refine and present information and make decisions on its validity. To develop a range of word processing skills during both independent and collaborative working within a range of contexts. ICT, will be embedded in the curriculum.</p>	<p><b>Touch Typing</b> - To develop skill and confidence within touch typing, developing greater familiarity with the QWERTY keyboard and a gradual fluency in touch typing. To use a computer to research, identify and select pertinent and correct information, developing confidence in presenting this in different forms. Pupils will use the BBC Dance Mats website to practice this is a free website accessible at home should they wish to practice further.</p>
<b>GLOBAL STUDIES</b>	<p><b>Evolution &amp; Culture</b> To begin to understand the role I have in the world. To learn about global poverty.</p> <p><b>Human Development &amp; Morality</b> To learn why it is so important to be environmentally green. To learn about language/communication. Why did this happen? To learn about Italy, its culture and language.</p>	<p><b>Human Development &amp; Morality</b> To learn about the difference between needs and wants. To learn about values. What are they, do we all value the same things? What makes us value something? To learn about what’s in the news, exploring different viewpoints of international events, debates or news stories.</p>
<b>PERFORMING ARTS</b>	<p>Summer Show - Annie</p>	
<b>RE</b>	<p><b>Introduction to different religions of the world. Hinduism and Buddhism.</b> Children will be looking at their places of worship, holy books, beliefs, customs and traditions. Key Vocabulary: Hindu, Mandir, Brahma, Vishnu, Krishna, Rama, Sita, Shiva, Ganesh, Vedas. Buddha, Four Noble Truths, reincarnation, meditation, temple, shrine, Pali Canon, Karma.</p>	<p><b>Introduction to world religions: Islam and Sikhism</b> Children will be looking at their beliefs, customs, traditions and stories. Key Vocabulary: Muslim, Islam, Qur’an, Allah, Mecca, Muhammed, prophet, Gurdwara, guru, Guru Granth Sahib, Guru Nanak, Kandar, Langar, The Five Ks.</p>
<b>PE</b>	<p>Sports Day Practise and preparation of year group related events Swimming Gala Preparation Cricket</p>	<p>Sports Day Practise and preparation of year group related events Trampoline.</p>
<b>ART</b>	<p><b>Aztec Sun Stones.</b> To look at and discuss Aztec Sun Stones and what they were used for. To design own Sun Stone paying particular attention to use of intricate patterns and use of a wide palette of colour.</p>	
<b>FRENCH</b>	<p><b>Les Vêtements (Clothes)</b> In this unit the children will learn how to repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Describe what they and other people are wearing. Use the verb ‘Porter’ in French. Say what they would wear in different weather.</p>	<p><b>Les Jeux Olympiques (The Olympics)</b> In this unit the children will learn how to tell somebody in French the key facts of the history of the Olympics. Tell somebody in French the key facts of the modern Olympic games. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. Say the nouns in French for key sports in the current Olympic games. Conjugate the irregular verb ‘Faire’ enabling the students to say what sports they play and what sports they do not play. Understand the concept of de la, de l’ and du when you say you play a sport in French.</p>