

Spring Term - Year 4

1	6.1.20 (1 week) 3 pieces of work	13.1.20 (3 weeks) 5 pieces of work	3.2.20 (2 weeks) 4 pieces of work
Topic	<p style="text-align: center;"><u>Design Technology</u> <u>Sewing a Viking/Anglo Saxon Tunic</u></p> <ul style="list-style-type: none"> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. - Develop the creative, technical and practical expertise needed to perform everyday tasks confidently. - Select from and use a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Investigate and analyse a range of existing products. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - Understand how key events and individuals in design technology have helped shape the world. 	<p style="text-align: center;"><u>History - Anglo Saxons</u></p> <ul style="list-style-type: none"> - Gain a coherent knowledge and understanding of Britain's past and that of the wider world. - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. - Know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires - Britain's settlement by Anglo-Saxons and Scots including; Roman withdrawal from Britain in c.AD410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion - Canterbury, Iona and Lindisfarne - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor including; Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066. 	<p style="text-align: center;"><u>Science - Sound and Electricity</u></p> <p><u>Sound</u></p> <ul style="list-style-type: none"> - Identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sound travel through a medium to the ear. - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sounds get fainter as the distance from the sound source increases. <p><u>Electricity</u></p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity. - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - 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. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors.
Texts	<p>Beowulf - Michael Morpurgo Anglo-Saxon Boy - Tony Bradman</p>		
Trips	<p>Potteries Museum - Staffordshire Hoard and Anglo-Saxon workshops</p>		

2	24.2.20 (3 weeks) 6 pieces of work	16.3.20 (2 weeks) 3 pieces of work	30.3.20 (1 week) 3 pieces of work
Topic	<p align="center"><u>Geography - Mountains</u></p> <ul style="list-style-type: none"> -Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Including the location and characteristics of a range of the world's most significant human and physical features. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Describe and understand key aspects of physical geography including; mountains and volcanoes - Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. - Locate the world's countries, using maps to focus on Europe and North and South America, and their key physical characteristics. 	<p align="center"><u>Art - Landscapes of mountains</u> <u>Art Study - Sarah Winkler</u></p> <ul style="list-style-type: none"> -Know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. - Produce creative work, exploring their ideas and recording their experiences. - Evaluate and analyse creative works using the language of art, craft and design. - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art techniques, including drawing and painting. - To learn about great artists, architects and designers in history. 	<p align="center"><u>RE - Buddhism/PSHE</u></p> <ul style="list-style-type: none"> - Could the Buddha's teachings make the world a better place? - We are learning about the teachings of the Buddha and exploring what he taught about change.
Texts	<p>No Summit out of Sight - Jordan Romero Running on the roof of the World - Jess Butterworth</p>		
Trips			