

Year 4 Curriculum – Summer Term Overview

<p>Religious Education 1 Islam: Part 2: Unit 3 – Ramadan and Eid ul Fitr Assessment Question: What does Ramadan mean to Muslims? Key Questions · Why do Muslims fast during Ramadan? · How do Muslims celebrate Eid? · How can we give back to others? Vocabulary: Ramadan, Allah Fasting - Sawm Eid ul Fitr Zakat al Fitr (charity at Eid.)</p>	<p style="text-align: center;">History</p> <p style="text-align: center;">Romans - The Roman Empire and its Impact on Britain and the Rest of the World Deep Study: Society and Governance – Infrastructure, Power and Weakness</p> <p>Assessment Question Why were the Romans such successful conquerors? What was the significance of the Roman Empire on our society and infrastructure? Key Questions: Who were the Ancient Romans? What were the Romans doing and when? Why did Claudius Invade after Julius's failures? How were slaves created by Ancient Romans? How ethnically diverse were the Ancient Romans? How did the Romans think about race? Ancient Romans in Britain Where is this placed on the global class timeline? What was the impact of the Romans on Celtic life and how do we know? What was life like for the Romans in Britain? What was the impact of Roman beliefs on Britain? The end of Ancient Rome in Britain What was the significance of Boudicca on Roman rule? What was the most significant reason for Roman's leaving England? What was the most significant impact on Britain today? What is the greatest Roman legacy? Vocabulary: army, evolve, legacy, villa, society, calendar, church, Christianity, Emperor, Empire, infrastructure, chronology, conquest, continuity, decade, discovery, global, invasion, significance, CE/BCE</p>	<p>Religious Education 2 Islam: Part 2: Unit 4 – Hajj – the journey of a lifetime Assessment Question: Why do Muslims go on Hajj? Key Questions: · What is a pilgrimage? · Which stories are associated with the places on Hajj? · How does the Hajj make Muslims feel they are all part of one family? Vocabulary: Hajj, pilgrim, pilgrimage, Eid ul Adha Mount Arafat</p>					
<p style="text-align: center;">Computing</p> <p>Online Safety - Evaluation of Reliability of Different Information Streams; Understanding Acceptable and Unacceptable Behaviour Online; Name a range of ways to report concerns about unacceptable content and behaviour; Research safely and effectively, being discerning about digital content; Recognise the importance of keeping information private Key Questions: What should you accept? How do I keep information private? What is reliable? Who do you go to if you have a concern? What is acceptable behaviour? What is unacceptable behaviour? Vocabulary: acceptable, unacceptable, content, privacy, consent, reliability, behaviour, digital content</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Climate Change - How are humans effecting climate?</p> <p>Fieldwork - Antarctica Assessment Question What is the impact of climate change on the environment? Key questions: What effect are humans having on these environments? How are people effecting the climate? What does field work in Antarctica have tell us about our world's climate? Vocabulary: perma-frost, uninhabited, iceberg, glaciers, sea level, pollution, tundra, desert, biome, vegetation, polar region, Arctic and Antarctic Circle, climate change, global warming.</p>						
<p style="text-align: center;">RHE</p> <p>Living in the Wider World – Caring for others; the environment; people and animals; shared responsibilities; making choices and decisions Assessment Question: How can our choices make a difference to others and the environment? Health and wellbeing Keeping safe; out and about; recognising and managing risk Assessment Question: How can we manage risk in different places?</p>	<p style="text-align: center;">MFL</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Food</p> <p>Key Focus: Going shopping for food Key questions: Can you take part in a short conversation in a shop, saying what you would like and asking how much it costs? Vocabulary: Du pain, du fromage, de la limonade, de la crème, des fraises, des tomates. Qu'est-ce que tu veux ? Je voudrais...</p> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Clothing</p> <p>Key Focus: Identify and describe items of clothing Key questions: Can you describe a member of your family, including what they are wearing? Vocabulary: un pantalon, une veste, une chemise, un t-shirt, un chapeau, une jupe. blanc(he), noir(e)</p> </td> </tr> </table>		<p style="text-align: center;">Food</p> <p>Key Focus: Going shopping for food Key questions: Can you take part in a short conversation in a shop, saying what you would like and asking how much it costs? Vocabulary: Du pain, du fromage, de la limonade, de la crème, des fraises, des tomates. Qu'est-ce que tu veux ? Je voudrais...</p>	<p style="text-align: center;">Clothing</p> <p>Key Focus: Identify and describe items of clothing Key questions: Can you describe a member of your family, including what they are wearing? Vocabulary: un pantalon, une veste, une chemise, un t-shirt, un chapeau, une jupe. blanc(he), noir(e)</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">PE1</p> <p>Focus Key Questions:</p> <p>Vocabulary:</p> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">PE2</p> <p>Focus Key Questions:</p> <p>Vocabulary:</p> </td> </tr> </table>	<p style="text-align: center;">PE1</p> <p>Focus Key Questions:</p> <p>Vocabulary:</p>	<p style="text-align: center;">PE2</p> <p>Focus Key Questions:</p> <p>Vocabulary:</p>
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Vocabulary: Digestive system, mouth, tongue, oesophagus, stomach, intestine, producer, predator, prey, canines, molars, incisors Scientific working procedural knowledge: Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply</p>	<p style="text-align: center;">Science 2</p> <p style="text-align: center;">Living Things and their Habitats</p> <p>Assessment Question: Explain how environmental changes may have an impact on living things Key Questions: Why do living things rely on the stability of their environments? What happens to ... when ... is removed from their environment? Vocabulary: Classification, environment, amphibian, mammal, reptile, vertebrates, invertebrates, impact Scientific working procedural knowledge: Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">Suggested Theme: Portraiture/self portraits Suggested stimulus: Frida Kahlo Skills: Colour, Paint, Symbolism Painting: Deepen understanding of mixing and controlling paint for effect. Build on knowledge of colour wheel and know that there are many different hues of one colour- Red vermilion/ Crimson Blue- Prussian/turquoise Vocabulary: Colour wheel Primary colour Secondary colour Complimentary Tint Shade Drawing: Drawing How can you create form using pencil? How can you show the light and dark on your drawing? What techniques might you use to create an effect? How has Frida Kahlo used tone or created form? Vocabulary: cross-hatch,, blend, shade, form, tone, composition Evaluation: How would you develop ideas further? Can you annotate your finished piece? Is this what you intended? What did you find difficult?</p>		
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