



Longhill Primary School Year 4 Autumn Curriculum 2019/20

Theme – The Arts

Driving the Theme:

History

As historians we will study the development of the arts through British History and study the arts in some ancient civilisations.

Programmes of Study

Pupils should be taught about

- Britain's settlement by Anglo Saxons and Scots including Anglo Saxon art and culture.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. E.g. the legacy of Greek or Roman Culture (art, architecture or literature) on later periods in British History, including the present day.
- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; the Shang Dynasty of Ancient China. (art)
- Ancient Greece – a study of the Greek life and achievements and their influences on the western world.

Prior to studying artwork, ensure children have a secure understanding of the civilisation.

We will begin by looking at some of the world's most well recognised art works and artists. We will explore paintings by modern artists such as Banksy and Turner and European artists such as Dali, Van Gogh, Da Vinci. We will look at local art.

We will then look at British History beginning with cave art of the Stone Age, Rock Art of the bronze age and Iron age Celtic art.

We will look at mosaics of Roman times and manuscripts of Anglo Saxon times. We will explore wood carvings of Viking Ships and big arts movements of Tudor Times and modern Britain.

Before looking directly at the influences on art and culture, make the children aware of who the Anglo-Saxon's were and study the life and achievements of them and the Greeks and their influences on the western world.

We will look at art in ancient civilisations such as Ancient Egyptian wall art and jewellery, Ancient Greek plates and vases and some patterns from Islamic civilisations. We will also look at the magnificent coloured feather headdresses of the Mayans.

We will explore the development of music and dance throughout history by studying the types of musical instruments in some of the time periods we study.

Writing	Reading	SPaG
<p>Discussion</p> <p>Persuasion</p>	<p>One Spies session followed by two Mini Missions a week.</p> <p><u>Domains for SPIES</u></p> <p>S- Share the mission: objective for the lesson</p> <p>P- Prove the text - 2a: Give and explain the meaning of words in context.</p> <p>I- Investigate Further- 2b: Retrieving and recording answers from text.</p> <p>E- Extend the learning- 2d: Inference questions to explain and justify with evidence from the text.</p> <p>S- Looking at other domains: Eg</p> <p>2c- summarise main ideas</p> <p>2e- Predict what might happen from detail and implied</p>	<p>Grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms.</p> <p>Fronted adverbials.</p> <p>Appropriate choice of pronoun or noun within and across sentences.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p>

	<p>2f- Identify and explain how information/narrative content is related and contributes to meaning as whole.</p> <p>2h- Make comparisons within the text</p> <p>2g- Identify/ explain how meaning is enhanced through choice of words/phrases.</p> <p><u>Mini Mission</u></p> <p>Both mini missions will focus on the <u>same domain selected from the last S section of SPIES</u>.</p> <p>One of the mini missions will be completed during a reading session and the other one will be done during continue provision.</p> <p><u>Big Read Texts</u></p> <p><u>The mystery of the Mona Lisa, Jack Stalwart</u></p>	
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Science

Working Scientifically

In years 3 and 4 pupils should be

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations and taking accurate measurement using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings.

Sound

- To know how sounds are made – vibrating
- To know that vibrations need a medium to travel through to get to the ear.
- To know that different objects can produce a different pitch.
- To know that ‘stronger’ vibrations produce greater volume.
- To know that sound gets fainter as the distance from the source increases.

Conscious Connections/CP

Place teeth in correct place in mouth.

Match teeth to their intended purpose.

Children place a range of animals in the correct place on a food chain.

Can they explain why some animals make better predators – look at their physical features etc.

Art

Awesome Art – Leonardo di Vinci, Italian annunciation.

Pablo Picasso, Spanish Weeping Woman.

Van Gogh

Can combine wax crayons and watercolour to produce a wax resist painting in the style of Van Gogh.

Can mix a range of blue colours using blue, black and white.

Can apply chalk pastels to create details in the style of The Starry Night by Van Gogh.

Music

Pupils should be taught to:

- 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 inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Can create a batik cloth in the style of Van Gogh's Starry Night.
Can create swirling prints using the technique of marbling.
Can use a range of media and techniques learnt in the session to create an original composition.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

- 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.

Charanga

Mama Mia

Glockenspiel Stage 2

Continuous Provision

Focus on a particular style of music to listen to over time.

Display posters that use musical terminology

Sing Songs and rhymes for pleasure throughout the day.

Provide apps and devices with music composing functions.

Longitudinal Learning

Musical Families

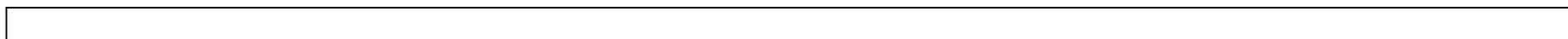
In this ongoing challenge, pupils enhance their composition skills by learning about the families of instruments and their key characteristics.

Pupils research the four main instrument families. Have sounds that they can listen to match the sound to the instrument card.

D and T

Piece of Art: Pizza Art

Give children a range of examples of famous abstract art, or ask them to research examples online, and choose one example to turn into a pizza.



<p>PE <u>The PE HUB</u> <u>Autumn 1</u> <u>Football</u> Introduce some defensive skills Dribbling in different directions using different parts of their feet Passing for distance Evaluating skills to aid improvement</p> <p><u>Tag rugby</u> To consistently perform basic tag rugby skills Implement rules and develop tactics in competitive situations To increase speed and build endurance during gameplay</p> <p><u>Autumn 2</u> <u>Dance 1</u> Work to include freeze frames in routines Practise and perform a variety of different formations in dance Develop a dance to perform as a group with a set starting position</p> <p><u>Gymnastics 1</u></p>	<p>RE Discover RE</p> <p><u>Autumn 1</u></p> <p><u>Theme</u> Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism</p> <p>‘or’</p> <p><u>Theme</u> Life of Buddha Key Question: Is it possible for everyone to be happy? Religion: Buddhism</p> <p><u>Autumn 2</u></p> <p><u>Theme</u> Christmas Concept: Incarnation Key Question: What is the most significant part of the Christmas story for Christians today?</p>	<p>PSHCE-Jigsaw <u>Being Me in My World</u> I know my attitudes and actions make a difference to the class team. I understand who is in my school community, the roles they play and how I fit in. I understand how democracy works through the school council. I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community.</p> <p><u>Celebrating Difference</u> I understand that, sometimes, we make assumptions based on what people look like. I understand what influences me to make assumptions based on how people look. I 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. I can tell you why witnesses sometimes join in with bullying and sometimes don’t tell.</p>
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<p>To become increasingly competent and confident to perform skills more consistently Able to perform in time with a partner and group Use compositional ideas in sequences such as changes in height, speed and direction</p>	<p>Religion: Christianity</p>	<p>I can identify what is special about me and value the ways in which I am unique. I can tell you a time when my first impression of someone changed when I got to know them.</p>
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<p>Computer Science</p>
<p>Mr Andrews Online Curriculum: Born to be an Artist (https://mrandrewsonline.co.uk/born-to-be-an-artist/)</p>
<p>Information Technology</p>
<ul style="list-style-type: none"> • Use a camera accurately to capture interesting perspectives on objects. • Select options to change the appearance of digital content and explore tools to edit it. • Apply edits to digital content to achieve a particular effect and save them as both images and videos. • Create galleries that include images and videos effects. • Plan a movie which has a beginning, middle and end.