

YEAR 4 CURRICULUM
AUTUMN TERM

‘THE ARTS’





Longhill Primary School Year 4 Autumn Curriculum

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 whole class SPIES session per week which covers:</p> <p>S: Sets out the objective for the lesson.</p> <p>P: Probe the text. This focuses on content domain 2a and picks out useful vocabulary and language that will help the children to better understand the text and develop their own vocabulary knowledge.</p> <p>I: Investigate further. This focuses on content domain 2b where children answer retrieval questions.</p> <p>E: Extend the learning. This focuses on content domain 2d where children develop their inference skills.</p> <p>S: Search for meaning. This section changes to cover the remaining content domains.</p> <p><u>Mini Missions:</u> There are two further reading lessons in the week. The first is a taught 'Mini Mission' that focuses on further developing the inference skills of the children as this has been identified as an area to improve. The second 'Mini Mission' is an independent activity that focuses on 2b. Children answer a range of retrieval questions presented in a variety of ways. (Find and copy, tick, number, etc.)</p> <p><u>Big Read Texts</u></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>

The mystery of the Mona Lisa, Jack Stalwart

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.

States of Matter

- To know if an object is a solid, liquid or gas
- To know the difference between solids, liquids and gases.
- To know that some materials change state when heated.
- To know the part played by evaporation and condensation in the water cycle.

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.

Autumn 1

Drawing

Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance

Can use a viewfinder to select a view and visual clues in an image, then record what is in the frame

Can draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective

Can make quick studies from observation to record action or movement with some fluency

Can use a visual journal/ sketchbook to support the development of a design over several stages

Can use a visual journal/ sketchbook to support the development of a design over several stages

Autumn 2

Painting

Can select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques

Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds and context

Can investigate mark-making using thick brushes, sponge brushes for particular effects

Can investigate, experiment, mix and apply colour for purposes to represent real life, ideas and convey mood

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
- 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

Can use colour and painting skills and apply surface techniques to create or suggest a place, time or season.

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.

Modern Foreign Languages

1. J'ai un chat - Animals
2. Luc adore les serpents – Saying you like / love / dislike / hate something
3. Dimanche c'est mon anniversaire – Days of the Week

D and T

Autumn 1

Cooking and Nurtirtion

- 'Claw' technique – harder foods eg carrot
- Arranging ingredients
- Using digital or spring balance scales
- Grating harder foods eg. Carrot, apple (FLAT HAND)
- Choose own ingredients and follow a recipe independently.
- Add herbs or spices

Have a greater awareness of health and safety of a kitchen (pan handles sticking out on cookers, not leaving sharp knives lying around, having a clear workspace, beware of hot pans and trays etc.)

E.g making Soup – or other topic related food.

Where does food come from?

that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world

Food preparation, cooking and nutrition

- how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

In early KS2 pupils should also know:

- that a healthy diet is made up from a variety and balance of different food and drink, as
- depicted in The eatwell plate
- that to be active and healthy, food and drink are needed to provide energy for the body

<p>PE</p> <p><u>The PE HUB</u></p> <p><u>Autumn 1</u></p> <p><u>Football</u></p> <ul style="list-style-type: none"> • Introduce some defensive skills • Dribbling in different directions using different parts of their feet • Passing for distance • Evaluating skills to aid improvement <p><u>Dance</u></p> <ul style="list-style-type: none"> • 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><u>Autumn 2</u></p> <p><u>Tag rugby</u></p> <ul style="list-style-type: none"> • To consistently perform basic tag rugby skills • Implement rules and develop tactics in competitive situations • To increase speed and build endurance during gameplay <p><u>Orienteering</u></p> <ul style="list-style-type: none"> • Work well in a team or group within defined and understood roles 	<p>RE</p> <p>Discover RE</p> <p><u>Autumn 1</u></p> <p><u>Theme</u> The Life of the Buddha</p> <p>Key Question: Is it possible for everyone to be happy?</p> <p>Religion: Buddhism</p> <p><u>Autumn 2</u></p> <p><u>Theme</u> Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is the most significant part of the Nativity story for Christians today?</p> <p>Religion: Christianity</p>	<p>PSHCE-Jigsaw</p> <p><u>Being Me in My World</u></p> <p>I know my attitudes and actions make a difference to the class team.</p> <p>I know how to use my Jigsaw journal.</p> <p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I understand how democracy works through the school council.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p><u>Celebrating Difference</u></p> <p>I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I understand what influences me to make assumptions based on how people look.</p> <p>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.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can identify what is special about me and value the ways in which I am unique.</p>
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<ul style="list-style-type: none"> • Plan and refine strategies to solve problems • Identify the relevance of and use maps, compass and symbols • Identify what they do well and suggest what they could do to improve 		<p>I can tell you a time when my first impression of someone changed when I got to know them.</p>
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Computer Science

Mr Andrews Online Curriculum: Born to be an Artist (<https://mrandrewsonline.co.uk/born-to-be-an-artist/>)

Information Technology

- 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.