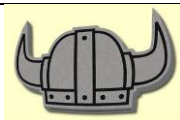


Archbishop Benson CE Primary School - Curriculum Overview

Year	4
Term	Autumn 1
Key Question	Were the dark ages dark? 
Enrichment Activity	Viking and Anglo-Saxon visitor day
Literacy links	Viking stories, Instructions about how to make a Viking brooch, Viking visitor recount
Maths links	Place-value Viking timeline.
Science	<ul style="list-style-type: none"> <li>Identify how sounds are made , associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries.</li> <li>Making systematic and careful observations</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions and suggest improvements and raise further questions</li> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>
History	<ul style="list-style-type: none"> <li>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including: Viking raids and invasion, resistance by Alfred the Great and Athelstan, Danegeld, Anglo Saxon laws and justice, Edward the Confessor and his death.</li> </ul>
Geography	
DT	Use research and develop design criteria to inform the design of innovative, functional, appealing product that are fit for purpose, aimed at particular individuals or groups.

Art & Design	Improve their mastery of art and design techniques including drawing , painting and sculpture with a range of materials.
Music	
Computing	<p>Animation:</p> <ul style="list-style-type: none"> <li>• Plan what they would like to happen in their animation</li> <li>• Take a series of pictures to form an animation</li> <li>• Move items within their animation to create movement on playback</li> <li>• Edit/improve their animation</li> <li>• Link to storytelling</li> </ul> <p>Video conferencing:</p> <ul style="list-style-type: none"> <li>• Load and add a contact to Skype</li> <li>• Make/receive a voice/video call.</li> <li>• Adjust the audio/video settings to ensure good quality of the call.</li> </ul>
Primary Languages	<ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinion and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Use running and in isolation and combination</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• To be able to identify personal goals</li> <li>• To be able to identify role models.</li> <li>• To explore how respect looks in our school</li> <li>• To recognise how other people see you.</li> <li>• To recognise the value compassion in ourselves</li> <li>• To recognise the importance of being honest.</li> </ul>

RE	Christianity - People of God What is it like (for Christians) to follow God?