

## RSHE –

RSE: Journey In Love

**Spiritual** – To celebrate the uniqueness and innate beauty of each of us.

**No outsiders** - Yr4 Lesson 4 – Learning to be who you want to be.



# St. Cecilia's Catholic Junior School

## Topic Map: Year 4 , Summer Term 2



## History

### Anglo Saxons& Vikings

#### Was life better in Anglo-Saxon Britain, or Viking Britain?

Understand the change in power when the Roman's left Britain and the Anglo-Saxon settling thus taking power.

Explain why the Anglo-Saxons came to Britain and how they settled here

understand that the Vikings had a variety of motives for travelling  
understand that the Anglo-Saxons resisted the Viking invasions.

Understand the different settlements of the Anglo Saxons and Vikings and its impact on current Britain.

Realise that the evidence tells a variety of stories about the Vikings.

## Class Read:

**Title:** The Turbulent Term of Tyke Tiler

**Curriculum links:** PSHCE

**Writing opportunities:** Letters, adventure story, narrative writing and balanced arguments.

## Design Technology & Art and Design:

### Enquiry Question: How can we improve our local area?

#### In DT the children will:

- Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.
- Use the correct technical vocabulary for the projects they are undertaking
- Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.
- Understand that materials have both functional properties and aesthetic qualities.
- Make design decisions that take account of the availability of resources.
- Order the main stages of making.
- Use their sketchbooks to adapt and improve their original ideas.
- Test and evaluate their own products against design criteria and the intended user and purpose.
- Refer to their design criteria as they design and make.
- Use their design criteria to evaluate their completed products.

#### In Art & Design the children will:

- find out who Andy Warhol was and explore the Pop Art movement.
- explore Warhol's portraits of celebrities.
- use his techniques to create Pop artwork.

#### Crucial Knowledge children must remember:

Pop art drew its inspiration from popular culture (which is where the name came from) in 50s and 60s.

Artists used advertisements, film stars, comics and everyday objects in their artwork.

Andy Warhol was born on 6<sup>th</sup> August 1928 in Philadelphia, USA. He began his career as a magazine and advertising illustrator. He was one of the most important artists in the Pop art movement.

## Physical Education: PE kit Thur & Fri)

### Golf

To explore hitting technique and aiming towards a target.

To explore shot accuracy.

To explore the technique for putting.

To explore the technique for chipping.

To explore the techniques used for a short game.

To explore the technique for a long game.

### Dance

THEME: States of Matter: To use actions, dynamics, spacing and timing to represent a state of matter.

To use actions, dynamics, spacing and timing to represent a state of matter.

THEME: Superpowers: To remember and repeat actions and create dance ideas in response to a stimulus.

## Religious Education:

### 8)Reconciliation- Inter-relating 'Building Bridges'

#### Big question – Why are bridge builders important in life?

Admitting wrong, being reconciled with God and each Other Sacrament of Reconciliation

#### Other Faiths: Judaism

### 9) Universal Church- World 'God's People'

#### Big question – Why do some people do extraordinary things?

Different Saints show people what God is like.

## Computing

Computer Science - use code studio to program pre-written codes.

Information Technology -import and edit effects of photos.

## Mathematics:

### Unit 14 – Geometry – angles and 2D shapes

Identify angles

Compare and order angles

Triangles

Quadrilaterals

Polygons

Reason about polygons

Lines of symmetry

Complete a symmetric figure

End of unit check

### Unit 15 – Statistics

Interpret charts

Solve problems with charts (1)

Solve problems with charts (2)

Interpret line graphs (1)

Interpret line graphs (2)

Draw line graphs

End of unit check

### Unit 16 – Geometry – position and direction

Describe position

Describe position using coordinates

Plot coordinates

Draw 2D shapes on a grid

Translate on a grid

Describe translation on a grid

End of unit check

## English

### Poetry - performance

To read a number of poems that encourage performance.

To read and recite poems discussing vocabulary, structure and language features used to create effects.

To perform poems, individually or in groups, using actions and sound effects where appropriate to heighten awareness of the language and imagery used.

To work collaboratively to organise, rehearse and present their own poetry presentations created through presentation software for a chosen audience.

To showcase and then evaluate their poetry presentations as an effective way of conveying the theme and style of a published poem.

### Formal persuasive texts

To read, immerse and analyse examples of persuasive texts.

To discuss and record common features of the text-types, expressing views about the persuasive nature of different texts.

To express personal opinions to compare and contrast a range of texts using evidence from the text to support their opinion.

To identify common features of persuasive texts.

To plan, draft, edit and review a persuasive text.

## Science

### Electricity

- 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