

## Art – Vikings (Year 4)

### Key element(s)

#### Line

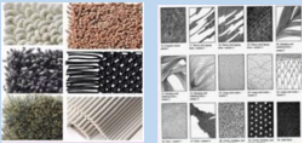
A **line** is a path left by a moving point (e.g. by a pencil). A **line** can take many **forms** (e.g. horizontal, curved). A **line** can show contours, movement and feeling.



#### Texture

**Texture** is the surface quality of something, the way something feels or looks like it feels.

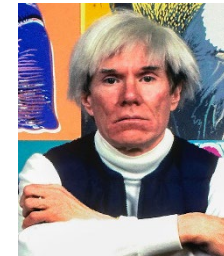
**Actual texture** really exists and can be touched. **Visual texture** is made using marks to look like actual texture.



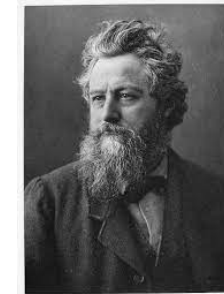
### Key concepts- What I will know by the end of the unit

- ♣ how to create a repeating pattern by considering line when printmaking
- ♣ how other artists use line, pattern and texture to create prints
- ♣ how to use line to print and create texture

### Key artist(s)



Name: Andy Warhol  
Era: Modern (1928 – 1987)  
Nationality: American  
Known for his repetitive designs in the Pop Art movement



Name: William Morris  
Era: Traditional Art Nouveau (1834-1896)  
Nationality: English  
Known for his decorative designs on wallpaper/textile

| Glossary of terms | Meaning  |
|-------------------|--|
| elements          | The different visual parts of art                                  |
| line              | A path left by a moving point                                      |
| pattern           | A design in which lines, shapes, forms or colours are repeated     |
| texture           | The surface quality of something                                   |
| printmaking       | Transferring an image from a printing block to a different surface |
| polystyrene       | A mouldable, temperate-resistant plastic                           |
| etch/engrave      | To cut lines into a smooth surface                                 |
| transfer          | Printing a design onto a material                                  |
| surface           | The outside of something   |
| scrunch           | To squeeze tightly together  |

|   |  |
|---|--|
| <b>Ancient Art</b><br>Before 800 BC<br>Classified by Geography      | <b>Mesopotamian<br/>Egyptian<br/>African<br/>Asian<br/>Pre-Columbian</b>   |
| <b>Art Periods</b><br>800 BC – 1900 AD<br>Classified by Time Period | <b>Greek / Roman</b><br>800 BC – 400 AD<br><b>Religious Medieval</b><br>400 AD – 1350 AD<br><b>Scientific Renaissance</b><br>1350 AD – 1600 AD<br><b>Ornate Baroque</b><br>1600 AD – 1750 AD<br><b>Logical Neoclassical</b><br>1750 AD – 1800 AD<br><b>Passionate Romantic</b><br>1800 AD – 1850 AD<br><b>Precise Realistic</b><br>1850 AD – 1900 AD |
| <b>Art Movements</b><br>1900 AD – present<br>Classified by Type     | <b>Eclectic Modern Art</b><br>1900 AD – 1960 AD<br><b>Contemporary Art</b><br>1960 AD – present  |

### Outcomes



## Name of Unit – Computing – Branching Databases

### What I should already know:

I may have used classification trees in Science to sort data.

### Key concepts- What I will know by the end of the unit

To use a form to record information

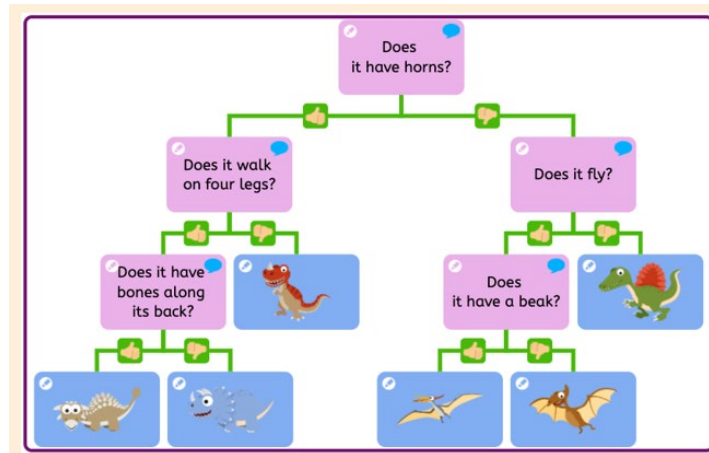
To compare paper and computer-based databases

To outline how you can answer questions by grouping and then sorting data

To explain that tools can be used to select specific data

To explain that computer programs can be used to compare data visually

To use a real-world database to answer questions



### Databases

When a large amount of **data** is collected and stored in a logical way it is called a **database**.

**Databases** allow information to be **searched** and **sorted** easily and quickly.

Some examples of **databases** include:

- a contact list in a mobile phone;
- an online shopping website;
- a government census;
- a website for booking holidays.

### Branching Databases

A **branching database** can be used classify groups of objects.

**Branching databases** look like upside-down trees. They are sometimes called binary trees or decision trees.

**Branching databases** use **yes/no questions** to **sort** objects.

The **yes** answer is always on the left-hand side and the **no** answer is always on the right hand-side.

Where possible, the objects in a **branching database** should be split into groups of equal sizes.

| Glossary of terms         | Or translation of key vocabulary and a picture             |
|---------------------------|--|
| <b>branching database</b> | A way of classifying groups of objects.                    |
| <b>data</b>               | A collection of information                                |
| <b>database</b>           | A logical and organised collection of data or information. |
| <b>search</b>             | To look through data to find a specific answer.            |
| <b>sort</b>               | To put data in order                                       |

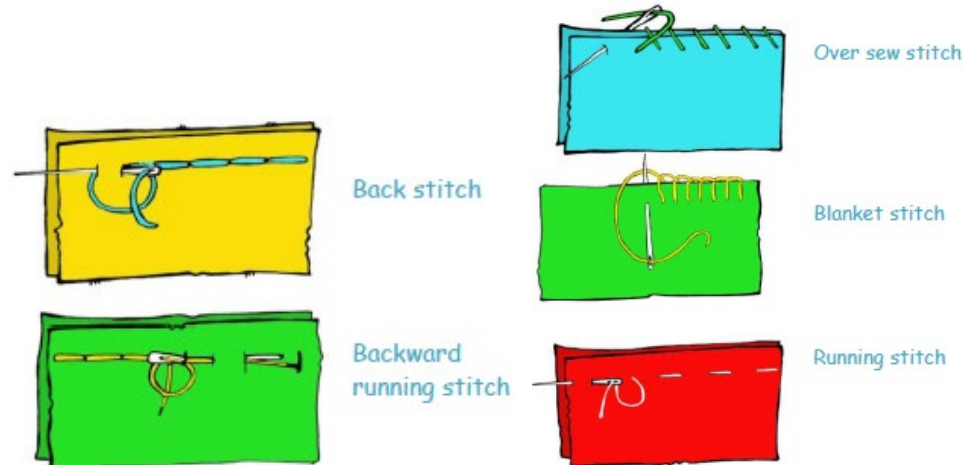
## Name of Unit: Design and Technology – Textiles – Pencil Case (Year 4)

### What I should already know

- Have joined fabric in simple ways by gluing and stitching.
- Have used simple patterns and templates for marking out.
- Have evaluated a range of textile products.

### Key concepts - What I will know by the end of the unit:

- To design a product in order to make a carefully measured template.
- To select fabrics and fastenings according to their functional characteristics
- I can sew a running stitch to
- I can decide how many of the design criteria should be met for the product to be successful.



### Influential Focus Designer:

**Alexander McQueen**  
(Fashion Designer)



He was awarded the title of British Designer of the Year by the British Fashion Council four times between 1996 and 2001

| Glossary of terms | Or translation of key vocabulary and a picture   |
|-------------------|--|
| <b>template</b>   | A pattern used as a guide for cutting.   |
| <b>applique</b>   | A sewing technique that involves stitching a small piece of fabric onto a larger one to make a pattern or design.                            |
| <b>seam</b>       | A line formed by sewing two pieces of fabric together.   |
| <b>felt</b>       | A kind of cloth made by rolling and pressing wool or another suitable textile causing the fibres to mat together to create a smooth surface. |
| <b>stitches</b>   | A loop of thread or yarn resulting from a single pass or movement of the needle in sewing, knitting, or crocheting.                          |

## History – Vikings (Year 4)

### What I should already know

Anglo-Saxon settlement of Britain (Y4).

#### Conquest



**Conquest** – The Vikings were always wanting to conquer new lands.

#### Settlement



**Settlement** – The Vikings wanted a new place to live and settle.

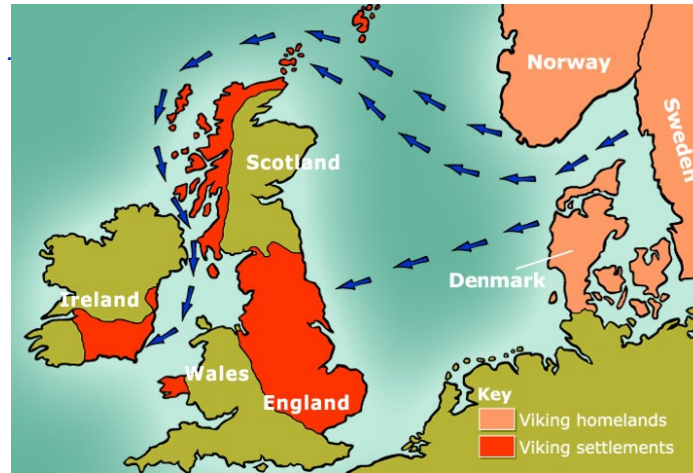
#### Technology



**Technology** – The Vikings had more advanced technology like their ships.

### Key concepts- What I will know by the end of the unit

- Knowledge of who Vikings were
- Where they came from
- How they travelled.
- To understand the reasons for Vikings invaded Britain.
- Understand that Vikings were not just raiders, they had other trading vessels also.



|                          |  |
|--------------------------|--|
| <b>Glossary of terms</b> | Or translation of key vocabulary and a picture             |
| <b>danegeld</b>          | A tax paid to Vikings to stop them from raiding your land. |
| <b>reliability</b>       | How trusted something should be.                           |
| <b>perspective</b>       | A way of thinking about and understanding something.       |
| <b>Danes</b>             | A person born or living in Denmark.                        |





## Name of Unit: Our school (Year 4 Summer)

### What I should already know

- To name different transport
- To use the verb "aller" (to go) in a simple sentence
- To ask how someone goes to school
- To give and respond to simple direction instructions to places in town

### Key concepts- What I will know by the end of the unit

- To name places and objects around the school
- To ask and answer where objects are around the school
- To name subjects learnt at school
- To ask and give your opinions on subjects

Qu'est-ce qu'il y a dans ta trousse?

Dans ma trousse, il y a.....

Où est.....? Où sont.....?



le couloir

la salle de classe

le bureau

la salle des professeurs

la bibliothèque

le bureau

la cantine

la salle de musique

la grande salle

le terrain de jeu

la salle d'informatique

le bureau du  
directeur/de la  
directrice

★★★★ J'adore  
★★★ J'aime beaucoup  
★★ J'aime  
★ J'aime un peu  
★ Je n'aime pas  
★ Je déteste

Où suis-je?

Je suis dans....











## Les Matières




|                       | Articles of nouns  |                   |                                       |        |
|-----------------------|--------------------|-------------------|---------------------------------------|--------|
|                       | masculine singular | feminine singular | masculine/feminine + vowel/h singular | plural |
| definite: the         | le                 | la                | l'                                    | les    |
| indefinite: a/an /one | un                 | une               | un or une                             | des    |

## Name of Unit: Year 4 composition

### What I should already know









| Note Lengths |                    |   |   |
|--------------|--------------------|---|---|
| Name         | Length             | Note symbol   | Bug symbol  |
| semibreve    | 4 beats            |  |  |
| minim        | 2 beats            |  |  |
| crotchet     | 1 beat             |  |  |
| quaver       | $\frac{1}{2}$ beat |  |  |
| semi-quaver  | $\frac{1}{4}$ beat |  |  |

B C D E F G A B C D E F

### Key concepts- What I will know by the end of the unit

- To identify how certain musical elements are used to create multiple images in the listeners mind.
- How to use appropriate instruments to create a soundscape.
- How to create a 'leitmotif' for a character.
- How to read formal notation to play a simple melody.
- How to adapt a melody to create something new.
- How to end a piece of music using a coda.
- How to play a simple harmony.

| Note Lengths |                    |   |   |
|--------------|--------------------|---|---|
| Name         | Length             | Note symbol   | Rest symbol   |
| Semi-brave   | 4 beats            |    |    |
| minim        | 2 beats            |    |    |
| crotchet     | 1 beat             |    |   |
| quaver       | $\frac{1}{2}$ beat |  |  |

| Glossary of terms | Or translation of key vocabulary and a picture                              |
|-------------------|---|
| bar               | A small section of music that is used to help follow the music.             |
| coda              | The ending of a piece of music.   |
| drone             | One long continuous sound.  |
| leitmotif         | A short fragment of music used to describe a character, place, emotion etc. |
| ostinato          | A repeating rhythm.   |

**Name of Unit - Inclusion, Social Skills and Play**

|  |   |
|--|---|
| <p><b>What I should already know</b></p> <p>How they are similar and different to each other.</p> <p>What are stereotypes and how do they challenge them?</p> <p>What characteristics do effective friendships have?</p> | <p><b>Key concepts- What I will know by the end of the unit</b></p> <p>What does the word equality mean? How does school promote equality? Do they think there is equality across the world?</p> <p>The children will develop their learning from year 3 about how they can challenge stereotypes.</p> <p>Children will learn about emotions and how there can be different intensities of these</p> <p>Children will evaluate their own emotions during group games including how they feel when they win/ lose games.</p> |
|--|---|

|                          |   |
|--------------------------|---|
| <b>Glossary of terms</b> | Or translation of key vocabulary and a picture  |
| <b>equality</b>          | the state of being equal, especially in status, rights, or opportunities  |
| <b>emotions</b>          | a feeling such as happiness, love, fear or anger, which can be caused by the situation that you are in or the people you are with |
| <b>intensities</b>       | the strength of emotion or opinion  |
| <b>stereotypes</b>       | a widely held oversimplified image or idea of a particular type of person or thing. example- boys like football                   |
| <b>British Values</b>    | democracy, rule of law, respect, tolerance and individual liberty.  |

**Name of Unit – RE – God Talk (Christianity and Hinduism) – Year 4 Summer 1**

**What I should already know**

Children will have developed an understanding of the enquiry cycle and what the different stages entail.

I am developing my knowledge of Christianity and Hindu beliefs.

**Key concepts- What I will know by the end of the unit**

- To be able to identify, recognise and name different Gods from different religions.
- To understand the concept of God in Christianity and Hinduism.
- To evaluate by describing the value of the concept of God.
- To describe how responses to the concept of God can be applied to, and affected by, different circumstances.



| Glossary of terms   | Or translation of key vocabulary and a picture  |
|---------------------|---|
| <b>God</b>          | the creator and ruler of the universe and source of all moral authority; the supreme being.   |
| <b>Trimurti</b>     | the triad of the three chief gods of later Hinduism, consisting of Brahma the Creator, Vishnu the Sustainer, and Shiva the Destroyer. |
| <b>Holy trinity</b> | the belief that God the Father, Jesus the Son, and the Holy Spirit are one in the same.   |
| <b>Hinduism</b>     | a major religious and cultural tradition of South Asia, which developed from Vedic religion.  |
| <b>Christianity</b> | the religion based on the person and teachings of Jesus Christ, or its beliefs and practices  |
| <b>Deity</b>        | a god or goddess (in a polytheistic religion).  |



## Science – Living things and their Habitat (Year 4)

### What should I already know?

- Animals can be grouped into **vertebrates** (and then further into fish, reptiles, amphibians, birds and mammals) and **invertebrates**
- Animals can be grouped into **carnivores**, **herbivores** and **omnivores**
- The differences between the teeth of **carnivores** and **herbivores**.
- The names of some common wild and garden plants and **deciduous** and **evergreen** trees.
- Examples of **habitats** (including **microhabitats**) and the animals and plants that can be found there.
- Living things depend on each other to survive.
- How land use has changed over time and the effects this has on the **environment** (e.g. **urban** development).

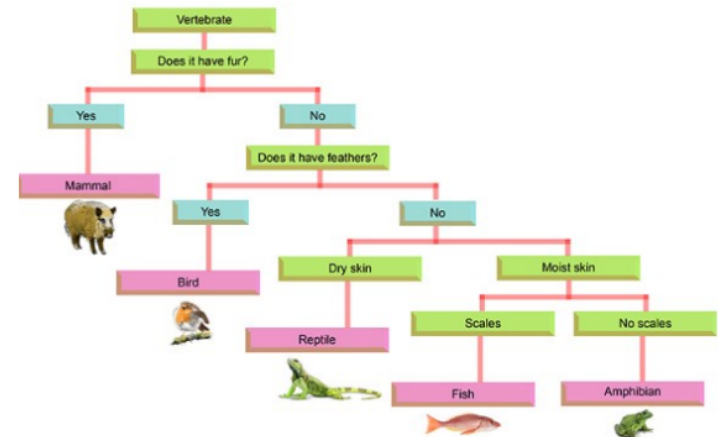
### Key Vocabulary

|                           |  |
|---------------------------|--|
| <b>organisms</b>          | This is another word that can be used to mean 'living things'.   |
| <b>life processes</b>     | The things living things do to stay alive.   |
| <b>respiration</b>        | A process where plants and animals use oxygen gas from the air to help turn their food into energy.  |
| <b>sensitivity</b>        | The way living things react to changes in their <b>environment</b> .   |
| <b>reproduction</b>       | The process through which young are produced.  |
| <b>excretion</b>          | The process by which living things get rid of waste products.  |
| <b>nutrition</b>          | The process of obtaining food to provide living things with energy to live and stay healthy.   |
| <b>habitat</b>            | The specific area or place in which particular animals or plants may live.   |
| <b>environment</b>        | An <b>environment</b> contains many <b>habitats</b> and these include areas where there are both living and non-living things.             |
| <b>endangered species</b> | A plant or animal where there are not many of their species left and scientists are concerned that the species may become <b>extinct</b> . |
| <b>extinct</b>            | When a species has no more members alive on the planet, it is <b>extinct</b> .   |

## Key concepts- What I will know by the end of the unit

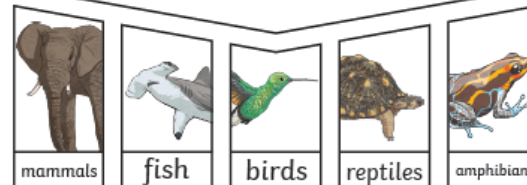
### What is a classification key?

- A **classification key** is a tool that is used to group living things to help us identify them.



Animals can be grouped in lots of different ways based upon their **characteristics**.

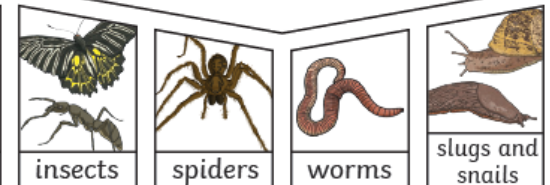
### Vertebrates



**Vertebrates** can be separated into five broad groups.

You can use **classification** keys to help group, identify and name a variety of living things. Here is an example of a **classification** key:

### Invertebrates



You could sort **invertebrates** you might see around school in different ways, such as in this example. The vast majority of living things on the planet are **invertebrates**.