

Art – Vikings (Year 4)

Key element(s)

Line

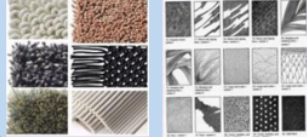
A **line** is a path left by a moving point (e.g. by a pencil). A **line** can take many **forms** (e.g. horizontal, curved). A **line** can show contours, movement and feeling.



Texture

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

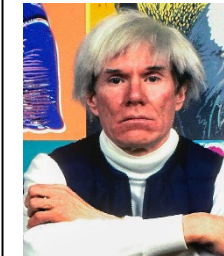
Actual texture really exists and can be touched. **Visual texture** is made using marks to look like actual texture.



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

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

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

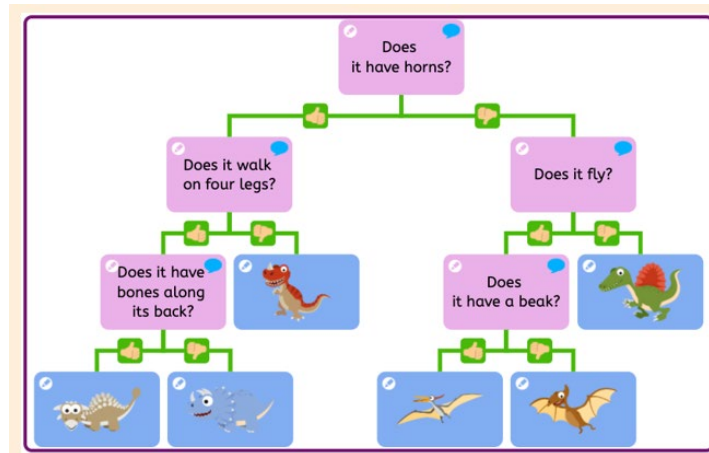
To compare paper and computer-based databases

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
branching database	A way of classifying groups of objects.
data	A collection of information
database	A logical and organised collection of data or information.
search	To look through data to find a specific answer.
sort	To put data in order

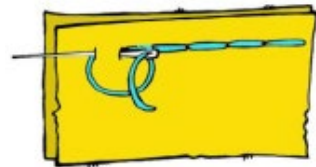
Name of Unit: Design and Technology – Textiles – Pencil Case (Year 4)

What I should already know

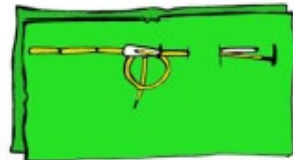
- Have joined fabric in simple ways by gluing and stitching.
- Have used simple patterns and templates for marking out.
- Have evaluated a range of textile products.

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

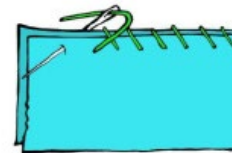
- To design a product in order to make a carefully measured template.
- To select fabrics and fastenings according to their functional characteristics.
- I can sew a running stitch to.
- I can decide how many of the design criteria should be met for the product to be successful.



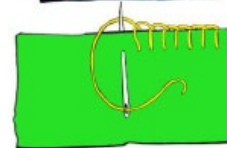
Back stitch



Backward running stitch



Over sew stitch



Blanket stitch



Running stitch

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.

template

A pattern used as a guide for cutting.

applique

A sewing technique that involves stitching a small piece of fabric onto a larger one to make a pattern or design.

seam

A line formed by sewing two pieces of fabric together.

felt

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.

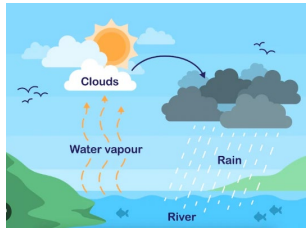
stitches

A loop of thread or yarn resulting from a single pass or movement of the needle in sewing, knitting, or crocheting.

Geography – Beaches (Year 4)

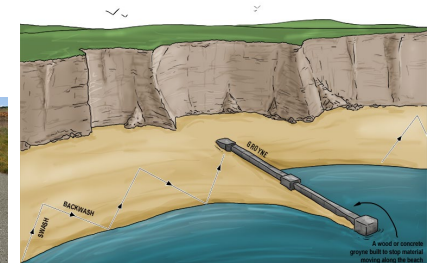
What I should already know

- What sustainability is and how humans can impact the physical world
- What the water cycle is
- What countries make up the UK and what seas surround it
- How to collect and present data in Geography



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

- What is the climate of the UK like and how does its location affect this
- There are different types of beaches in the UK
- What human and physical features would we find on or near beaches
- What erosion is and how it changes beaches over time
- That beaches and the sea are good resources for renewable energy
- Know how humans are protecting beaches



Glossary of terms

beach	A strip of land alongside a sea or ocean
headland	A piece of land which juts out into the sea
shingle	Small pieces of rock, found by the sea
erosion	Natural features being gradually worn down by water or weather
transportation	The movement of sand or rocks by the sea
deposition	The laying down of sand or rocks by the sea

History – Vikings (Year 4) Raiders or Traders?

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.

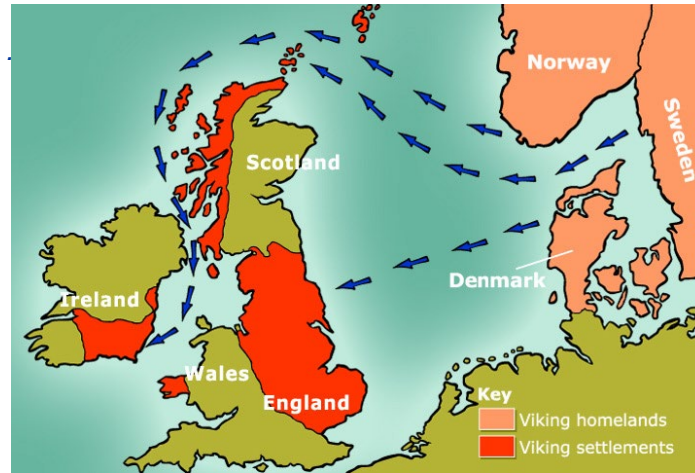
Technology



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.



Glossary of terms	Or translation of key vocabulary and a picture
Vikings	Scandinavian sea-faring raiders and traders
Danes	Another term for Vikings (from Denmark)
Anglo-Saxons	Germanic inhabitants of England pre-Norman Conquest
Pagan	Believing in something other than the main religion
Raid	A rapid, surprise attack
Invasion	Invading an area by force
Trade	The act of buying and selling goods and services



Viking



Invasion



Trade



Raid



Danes



Anglo-Saxons



Pagan



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



l'anglais



les maths



le français



la géographie



le dessin



l'informatique



l'histoire



les sciences



le sport



l'éducation religieuse













la musique


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		



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

What I should already know

How they are similar and different to each other.

What are stereotypes and how do they challenge them?

What characteristics do effective friendships have?

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

What does the word equality mean? How does school promote equality? Do they think there is equality across the world?

The children will develop their learning from year 3 about how they can challenge stereotypes.

Children will learn about emotions and how there can be different intensities of these

Children will evaluate their own emotions during group games including how they feel when they win/ lose games.

Glossary of terms	Or translation of key vocabulary and a picture
equality	the state of being equal, especially in status, rights, or opportunities
emotions	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
intensities	the strength of emotion or opinion
stereotypes	a widely held oversimplified image or idea of a particular type of person or thing. example- boys like football
British Values	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
God	the creator and ruler of the universe and source of all moral authority; the supreme being.
Trimurti	the triad of the three chief gods of later Hinduism, consisting of Brahma the Creator, Vishnu the Sustainer, and Shiva the Destroyer.
Holy trinity	the belief that God the Father, Jesus the Son, and the Holy Spirit are one in the same.
Hinduism	a major religious and cultural tradition of South Asia, which developed from Vedic religion.
Christianity	the religion based on the person and teachings of Jesus Christ, or its beliefs and practices
Deity	a god or goddess (in a polytheistic religion).