

# Year 4 – Summer Curriculum Overview

*'Each and Every Child' ... EXCELLENCE - TRUST - WISDOM - FRIENDSHIP - ENDURANCE*

Science	History	Geography
<p><b>Unit: Electricity (Physics)</b></p> <ul style="list-style-type: none"> <li>- Know that some common appliances run on electricity</li> <li>- Know how to create a simple circuit</li> <li>- Know that materials can be electrical conductors or insulators</li> <li>- Know why a lamp may not light (e.g. incomplete circuit)</li> </ul> <p><b>Unit: Properties of Materials (Chemistry)</b></p> <ul style="list-style-type: none"> <li>- Know that physical properties are properties can be measured or observed in the classroom</li> <li>- Know that chemical properties are properties that scientists need specialist equipment to measure</li> <li>- Know the difference between thermal conductors and thermal insulators</li> </ul>	<p><b>Unit: Vikings (Invasion of Britain)</b></p> <ul style="list-style-type: none"> <li>• Know who the Vikings were and how they attacked Lindisfarne.</li> <li>• Know the name of a Norse god</li> <li>• Know why Alfred signed a treaty with Guthrum.</li> <li>• Know about Danegeld and whether it helped to keep the peace</li> <li>• Know the differences between Viking and Anglo Saxon beliefs</li> </ul>	<p><b>Unit: Natural Resources</b></p> <ul style="list-style-type: none"> <li>• Know what a natural resource is, giving some examples</li> <li>• know what a renewable and non-renewable natural resource is</li> <li>• Know how population affects the use of natural resources</li> <li>• Know that using natural resources can cause problems, such as climate change</li> <li>• Know examples of some natural resources that can be found in Chile</li> <li>• Know examples of some natural resources that can be found in the UK</li> <li>• Know that there are differences in the natural resources found in Chile and the UK</li> </ul>
Computing	Art and DT	Religious Education
<p><b>Unit: Photo Editing and Repetition in Games</b></p> <ul style="list-style-type: none"> <li>• Know how to use a computer to manipulate images and demonstrate this by:               <ul style="list-style-type: none"> <li>-changing the composition</li> <li>-arranging, cutting and cropping part of an image</li> <li>-adding effects, changing colours and applying filters.</li> <li>-making additions by drawing, adding text and adding an</li> </ul> </li> </ul>	<p><b>Art Unit: Vikings/Clay Dragons Eyes</b></p> <ul style="list-style-type: none"> <li>• Know that texture can be manipulated via different methods and techniques such as layering, stippling and different types of mark making.</li> <li>• Know which pencils they must use based on their properties. Eg. 2B pencil would be appropriate for mid to dark tones</li> <li>• Know that cross hatching and hatching can be used to show areas of light and dark.</li> <li>• Close and layered lines show darker areas of an object.</li> <li>• Know that refining lines, shapes, tonal gradients will help to create a more accurate and realistic outcome (where appropriate).</li> </ul>	<p><b>Unit: Prayer</b></p> <ul style="list-style-type: none"> <li>• prayer is a way of communicating with God.</li> <li>• prayer is an important part of the life of a believer.</li> <li>• There are different ways in which followers of world faiths pray</li> </ul>

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element.

- Know what 'repeat' means and that repetition is included within sequences.
- Know that we can use a loop command in a program to repeat instructions.
- Know patterns and loops within a sequence and program.
- Know that there are count controlled loops and indefinite loops and explain their purpose and use them within their work.
- Know when to use a loop and when not to and plan a program using appropriate loops.
- Know the importance of instruction order in a loop.

- Describe and draw the effect of light (shadows)
- Identify and describe how to join clay (using slip and score).
- Know how to create texture in clay and which tools are most suitable for a desired effect.

## **DT Unit: Simple Circuit and Switches**

### **Design**

- Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.
- To know what a design criteria is and create one

### **Make**

- Know how electrical systems are used in their products.
- Know what a series circuit is and demonstrate how to make a successful circuit
- Know the press to make the switch, press to break switch, toggle switch.
- Know what a buzzer is.
- Know what a bulb is.

### **Evaluate**

- Identify how well a product meets its design purpose
- Identify how a product has been made
- Know the purpose of testing their product.
- Know how to gather the views of others.
- Know how to identify strengths and areas for improvement.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.
- Continually evaluate and modify the working features of the product to match the initial design specification.
- Test the system to demonstrate its effectiveness for the intended user and purpose.
- Know how key events and individuals in design and technology have helped shape the world

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