

Half Termly Curriculum Plan Autumn 2 2024

Year 4										
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Assessment
History	<p>Pupils have learnt about Britain's settlement by Anglo-Saxons and Scots.</p> <p>Pupils understand the seven Anglo-Saxon kingdoms and what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.</p>	<p>Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict)</p>	<p>L.I. I can order events from the time of the Vikings.</p> <p>Pupils to read information about the Vikings and then create a Viking timeline.</p>	<p>L.I. I can compare the significance of some Anglo-Saxon kings during the Viking period.</p> <p>Pupils to research King Alfred and King Athelstan and how they helped in taking back much of England from the Vikings.</p>	<p>L.I. I can consider the impact of one of the earliest Viking invasions: Lindisfarne, 793.</p> <p>Pupils will learn about the first Viking invasion and understand who the Vikings were and where they came from.</p> <p>Pupils will produce a newspaper report on the invasion on Lindisfarne 793 AD.</p>	<p>L.I. I can explain who King Ethelred II was and say when and why Danegeld was introduced.</p> <p>Pupils to write a poem about the Viking raids and Danegeld.</p>	<p>L.I. I can identify and explain key aspects of Viking life.</p> <p>Pupils to produce a double page spread recording aspects of Viking daily life.</p>	<p>L.I. I can discover how, by 1016, England came to be a unified country under the control of a Viking king.</p> <p>Pupils to investigate significant Viking figures.</p>		<p>L.I. I can record information about the Vikings.</p> <p>Pupils to complete their hexagon assessment on the topic of the Vikings.</p>
DT			<p>L.I: I can produce appropriate lists of tools, equipment and materials that I need.</p> <p>Pupils to complete a design specification detailing what they are going to make and how.</p>	<p>L.I: I can select tools and equipment suitable for the task.</p> <p>L.I: I can follow a step-by-step plans to create a product.</p> <p>Pupils to design their sail and will create a prototype of their Viking Longboat and to record their test results.</p>	<p>L.I: I can follow step-by-step plans to create a product.</p> <p>L.I: I can accurately measure, mark out and cut materials.</p> <p>Pupils to create their final product.</p>	<p>L.I. I can evaluate my ideas and products against my own design criteria.</p> <p>Pupils will evaluate their final product.</p>				

Computing	Yr 3 – We are Bug Fixers	Algorithm Debug Input / Output Interactive Prototype Simulation Pitch		<p><u>We are Toy Designers</u></p> <p>L.I. – To find out about inputs and outputs</p> <ul style="list-style-type: none"> • I can understand different forms of input and output (such as sensors, switches, motors, lights and speakers) • I can name different computers, or devices containing computers such as washing machines, microwaves, digital alarm clocks and mobile phones • I can give examples of input and output on computer-controlled toys 	<p><u>We are Toy Designers</u></p> <p>L.I. – To plan a computer-controlled toy</p> <ul style="list-style-type: none"> • I can discuss ideas and options for computer-controlled toys with my peers • I can design a toy using a paint program • I can annotate my design to show inputs and outputs 	<p><u>We are Toy Designers</u></p> <p>L.I. – To design a toy in Scratch</p> <ul style="list-style-type: none"> • I can write up the algorithm for a computer-controlled toy in the form of pseudocode • I can draw each part of a computer-controlled toy as a separate sprite • I can draw multiple costumes for a computer-controlled toy 	<p><u>We are Toy Designers</u></p> <p>L.I. – To program a toy simulation</p> <ul style="list-style-type: none"> • I can write a program to show how my toy would produce output • I can use Scratch to create a version of my toy with computer-controlled input and output • I can use Scratch to create a version of my toy using both mouse and keyboard input 	<p><u>We are Toy Designers</u></p> <p>L.I. – To test and improve a toy simulation</p> <ul style="list-style-type: none"> • I can use Scratch to test how input and output would work in my toy • I can use Scratch to work out why my toy may not work as expected • I can find and correct 'bugs' in my program 	<p><u>We are Toy Designers</u></p> <p>L.I. – To present a toy idea</p> <ul style="list-style-type: none"> • I can create a presentation of my computer-controlled toy • I can present my ideas to an audience • I can give constructive feedback 	Assessment of final work produced
Religious Education	<p>Y1 – What do my senses tell me about the world of religion and belief (Christian, Hindu, Jewish)</p> <p>Y2 – Why do people have different view about the idea of God? (Multi/Humanist)</p> <p>Y3 – What is philosophy? How do people make moral decisions? (Christian/Humanist)</p>	Axiom, proof, burden of proof, reality, evidence, Logical Fallacy, truth, ultimate reality	<p>L.I: I can examine the principles of truth and belief.</p> <p>Pupils produce their own axiom along with an image</p>	<p>L.I: I can identify and discuss similarities between beliefs of different religions</p> <p>Pupils will work in small groups using laptops / ipads to research the 3 different religions.</p>	<p>L.I: I can compare and contrast differences between religious beliefs, practices and rituals</p> <p>As a class, work together to complete individual plans, sharing ideas and considerations in small groups tp plan an explanation text comparing religions</p>	<p>L.I: I can compare and contrast differences between religious beliefs, practices and rituals</p> <p>Pupils to complete the written explanation</p>	<p>L.I: I can compose an argument supported by 'evidence' to express a personal belief</p> <p>Pupils work in groups of 4 - 6 to create an evidence base for their belief and present their findings to the class.</p>			
Music	<p>Nursery: Christmas Sing-a-long.</p> <p>EYFS: Traditional Christmas Nativity,</p>	Pulse Rhythm Tempo (<i>fast & slow</i>) Pitch (<i>high & low</i>) Dynamics (<i>loud & quiet</i>)	<p>LI: I understand the meaning of the word 'Christmas'</p> <p>Revisit & discuss the story of 'The First Christmas'.</p>	<p>LI: I understand how the carols / songs fit into the story of the 'First Christmas'.</p> <p>Work through carols / songs in</p>	<p>LI: I understand the 'First Christmas' story & why we have Christmas celebrations every year.</p>	<p>LI: I understand that rehearsal is very important in preparing for a live performance.</p> <p>Children to rehearse the</p>	<p>LI: I can rehearse & perform as part of my cohort with increasing confidence.</p> <p>Children to improve their stage</p>	<p>LI: I can perform to a live audience with confidence.</p> <p>Traditional Christmas Carol Service at St</p>	<p>LI: I understand how to improve future live performances.</p> <p>Assess & discuss as a class the previous weeks live</p>	Class discussion relating to the live performances of the Traditional Christmas Carol Service.

	KS1: Christmas Nativity Production as Year 1 & 2's. Lower KS2: Traditional Christmas Carol Service as Year 3's.	Performance (<i>acting & dancing</i>) Solo Ensemble Unison Harmony Technology Microphones	Introduce & discuss this year's Lower KS2 Traditional Christmas Carol Service.	the service & how they fit in to the 'First Christmas' story. Introduce the Year 3 parts for carols / songs that have harmony.	Revisit & improve previously learned carols / songs. Introduce & work through the remaining carols / songs as time allows.	production as a whole Key Stage for the first time.	presence & performance levels by further rehearsing as a whole Key Stage. Introduce the sound technology required for a live performance. Improve continuity of the overall performance.	Nicholas Church, Harwich: Final rehearsals. Live performances to families & the public.	performance of the Christmas Carol Service at St Nicholas Church. Fun musical activities to conclude this unit. Perform the Traditional Carol Service to the whole school on the last day of term.	
PSHE	Year 3: CD- Knowing and understanding what bullying. Problem solving	Character Assumption Surprised Different Appearance Acceptance Influence Opinion Attitude Judgement Bullying Friend Secret Deliberate Bystander Witness Cyber bullying Text message Website Troll	L.I: I can understand that, sometimes, we make assumptions based on what people look like L.I: I can try to accept people for who they are	L.I: I can understand what influences me to make assumptions based on how people look L.I: I can question why I think what I do about other people	L.I: I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure L.I: I know how it might feel to be a witness to and a target of bullying	L.I: I can tell you why witnesses sometimes join in with bullying and sometimes don't tell L.I: I can problem-solve a bullying situation with others	L.I: I can identify what is special about me and value the ways in which I am unique L.I: I like and respect the unique features of my physical appearance	L.I: I can tell you a time when my first impression of someone changed when I got to know them L.I: I explain why it is good to accept people for who they are	Not Jigsaw scheme L.I: I can understand tolerance and respect L.I: I can understand what discrimination and prejudice is	Assessment through observations and work from piece 6.
Languages	Regardez! - look Ecoutez! - listen Répétez! - repeat Levez-vous! - stand up Asseyez-vous! - sit down	Comptez avec moi! - count with me Chantez avec moi! – sing with me Trouvez moi! - find me Montrez moi! - show me Le café- the cafe Le cinéma- the cinema Le restaurant – the restaurant Le supermarché- the supermarket Le stade – the stadium La boulangerie- the bakers La pharmacie- the chemist L'école – the school Où est....?- Where is? Voici... - Here is...	I can write my own "Fireworks" poem	I can say and understand classroom commands.	I can use classroom commands to programme a robot.	I can say and write some places in town.	I can ask "Where is...?" and answer with "Here is..." Nativity	I can understand more nouns for shops in French.	I can use previously learned language and context to learn about the Vikings in French and play the Viking Ship game	Listening via teacher observation - Simon dit game Speaking via teacher observation - Nativity role play using directions