

Darlinghurst Academy Curriculum Overview

Term: Autumn 2

Year Group: Year 4



Academy values, British values and SMSC interwoven across the curriculum

Connected Curriculum Topic title and key subject	History based: Why do we speak English in school? This topic is history based and covers the Roman, Saxon and Viking invasions of England. In year 3, I learned to: <ul style="list-style-type: none"> • Use evidence to ask and answer questions about the past. • Give an overview of the life of Britain and compare it with other areas around the world. • Use dates and terms to describe a timeline of events. In year 4, I will develop my knowledge and skills by: <ul style="list-style-type: none"> • Place events in order on a timeline • Describe different accounts of a historical event • Use sources such as maps to create an understanding of history • Suggest causes and consequences of some events in history • Describe geographical features such as settlements
Start point	Letter from the King (written in the King's English) asking for guidance on some historical artefacts found in the grounds of the palace. Can the pupils of Darlinghurst help find out what they are and what era they belong to?
End product	Children to write reply letter explaining what the artefacts are, from which era they come from and how they came to being there.
Learning and Life Skills	It's up to me! * I can adjust my behaviour to support the need of a peer e.g. to be quiet. * I can contribute to the planning of a group or independent task with some help from an adult.
Outdoor Learning	Linked to Connected Curriculum topic and LLS where possible. * Map reading skills, compass points, 4 grid reference and orienteering (Vikings link) * What did the Vikings use to make fires? (Flint and steel lesson and outdoor fire using wood and coal) * Archeological dig around the school following on from historical artefacts. Items to be collected from clues using maps and co-ordinates
Art and Design Technology	Compare and contrast Celtic Art and Roman art and make -links to artist. Be able to achieve a simple and tricky pattern within Viking and Celtic knot designs. Create origami Viking long boats and decorate with historical accuracy. Make a recognisable Viking shield, which displays elements of learning and shows paint skills.
Maths	<u>Multiplication and division</u>

	<ul style="list-style-type: none"> * Mental multiplication and division strategies using place value and known and derived facts • Short multiplication and division <p><u>Discrete and continuous data.</u></p> <ul style="list-style-type: none"> * Read, interpret and construct pictograms, bar charts and time graphs • Compare tables, pictograms and bar charts <p><u>Securing multiplication facts</u></p> <ul style="list-style-type: none"> * Identify and explore patterns in multiplication tables including 7 and 9
Writing	<p>Writing to entertain and to inform (linked to connected curriculum topic)</p> <ul style="list-style-type: none"> * Report writing on The Mildenhall treasures (Roman link) * Character description of Beowulf (Viking link) * The Story of Valhala (Viking saga)
Reading	<ul style="list-style-type: none"> * Horrible Histories: Vicious Vikings * Beowulf adapted story by Michael Morpurgo * Wolf in the Walls by Neil Gaiman
Speaking and Listening	Skills woven through during all lessons with particular emphasis on 'It's up to me!' skills in group work.
PE	<p>Dance</p> <p>Objectives:</p> <ul style="list-style-type: none"> * Creating an individual motif based on a picture * Recognise unison and canon and how to use it * Explore and develop new actions and movements * Show an imaginative response to different stimuli
Computing	<p>Computational Thinking</p> <ul style="list-style-type: none"> * When do we use decomposition? * Why do we look for patterns? * How do you use abstraction? * How do I use conditions in an algorithm? * Cyberbullying and internet safety.
French	<p><u>Presenting myself</u></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.
Music	None this half term. Rotated with French every half term.
RE	Why is the Bible important to Christians today?
SPACE	<p>Health and wellbeing</p> <p>What is a good lifestyle choice?</p> <p>Discussion on common drugs and their bad effects.</p> <p>Relationships</p> <p>Is it ever okay to keep a secret?</p> <p>Is a dare ever a good thing to do?</p>

	<p>Who can you talk to if you</p> <p><u>Living in the wider world</u></p> <p><u>What is diversity?</u></p> <p>Look at different countries – what is the main religion, what is the ethnic make-up?</p> <p><u>Introducing Yasmine and Tom</u></p> <p><u>Getting on with our families</u></p>
Special Days	<p>Anti-bullying Week</p> <p>Children in Need</p>
Trips and Visits	TBC