



Lantern Lane Curriculum Overview for Year 4

Lead Enquiry Question	Autumn Term Mediterranean Mission <u>Is Italy a good place to live?</u>		Spring Term Romans on the Rampage <u>What impact has the Roman Empire had on Britain?</u>		Summer Term Location, Location: East Leake <u>Why did and why do people choose to live in East Leake?</u>	
Geography	NC Objectives: Use maps, atlases, globe, and digital/computer mapping to locate countries and describe and describe features studied. Describe and understand key aspects of physical geography including volcanoes and earthquakes. Locate the worlds countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Skills: I can name a number of countries in the northern hemisphere. I can locate the capital cities of neighbouring European countries. I can explain why people might choose to live in one place rather than another. I can describe how volcanoes are created. I can locate and name some of the world's most famous volcanoes. I can describe how earthquakes are created and I know where the ring of fire is and why it is significant.	NC Objectives: Use 8 points of a compass, use 4 figure grid references, symbols and key (including the use of simple Ordnance Survey maps) to build their knowledge of the UK and the wider world - Castleton.	Skills: I can find Castleton on a map. I know which county it is in and I can describe some of its features. I can plan a journey to a place in England. (Castleton Preparation Week).	NC Objectives: Use maps, atlases, globe and digital/computer mapping to locate countries and describe and describe features studied. Use 8 points of a compass, use 4 figure grid references, symbols and key (including the use of simple Ordnance Survey maps) to build their knowledge of the UK and the wider world - local area.	Skills: I can carry out research to discover features of villages, towns or cities. I can explain why people may be attracted to live in cities. I can explain why people might choose to live in one place rather than another. I can apply map skills in outdoor and adventurous activities.

History			NC Objectives: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about: the Roman Empire and its impact on Britain	Skills: I can extend my range of historical vocabulary and use words and phrases such as after, before, century, decade, BC and AD. I can accurately name and place dates of significant events from the past on a timeline. I can describe how some of the past events/people affected life today. E.g. how the Romans impacted on modern Britain. I can show knowledge and understanding by describing features of past societies and periods. I can give various reasons as to why there may be different accounts of history. I can ask more complex questions such as what was it like for a... during... ? I can use dates and terms accurately. I can use subject specific words such as monarch, settlement and invader within my work. I can discuss the most appropriate way to present information, realising that it is for an audience.	NC Objectives: A local history study.	Skills: I can divide recent history into present (using 21st century) and the past using 19th and 20th centuries. I can give various reasons as to why there may be different accounts of history. I can begin to understand the difference between primary and secondary sources of evidence. I can ask more complex questions such as what was it like for a... during.....? I can then select appropriate pieces of evidence to support me in answering that questions accurately. I can use dates and terms accurately.
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Art	NC Objectives: Italian Artists Sketching – line, form, shading. Painting – investigating famous artists and their styles. Colour development. Artists: da Vinci & Michelangelo. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.	Skills: Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. <i>Can discuss and describe well-known artists work. Explain how their work is similar and different. Explain their reasons behind their choices. Explain art from other periods of history. I can experiment with the styles used by other artists. I can explain some of the features of art from different historical periods.</i>	NC Objectives: 3D form Papier Mache sculpture, molding, shaping, colour mixing for finishing. Mosaic collage. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.	Skills: Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.	NC Objectives: Printing (link to DT). Artist: Wolfgang Buttress. To create sketch books to record their observations and use them to review and revisit ideas. To know about great artists, architects, and designers in history. To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Skills: Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. <i>Can discuss and describe well-known artists work. Explain how their work is similar and different. Explain their reasons behind their choices. Explain art from other periods of history. I can experiment with the styles used by other artists.</i>
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DT	NC Objectives: Cooking & Nutrition: Exploring regional food from Italy. Focus on bread. Investigating different breads. Recipes, taste testing, sample making, recipe adjustment. Design - Generate ideas, considering the purposes for which they are designing Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own designs Make - Select appropriate tools and techniques for making their product Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Select from a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate - Investigate and evaluate a range of existing products Evaluate their work both during and at the end of the assignment taking into account the views of others Evaluate their products carrying out appropriate tests	Skills: Design - I can use a range of ideas from other people when I am designing I can produce a plan and explain it I can evaluate a range of products for both their purpose and appearance. Make - I can present a product in interesting ways I know how to be both hygienic and safe when using food Evaluate - I can preserve and adapt my work when my original ideas do not work I can evaluate and suggest improvements for my designs I can explain how I have improved my original design Technical knowledge - I understand and can use electrical systems in my products [e.g. series circuits incorporating switches, bulbs, buzzers and motors].	NC Objectives: Construction: Develop wooden framed vehicles with wheeled axles while building in electric elements. Design - Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features using annotated sketches, prototypes and pattern pieces. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own designs Make - Select appropriate tools and techniques for making their product Measure, mark out, cut, shape and join a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Select from a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate their work both during and at the end of the assignment taking into account the views of others Evaluate their products carrying out appropriate tests	Skills: Design - I can use a range of ideas from other people when I am designing I can produce a plan and explain it I can evaluate a range of products for both their purpose and appearance. Make - I can measure, cut and join accurately I can present a product in interesting ways Evaluate - I can preserve and adapt my work when my original ideas do not work I can evaluate and suggest improvements for my designs I can explain how I have improved my original design Technical knowledge - I can build structure, exploring how they can be made stronger, stiffer and more stable. I understand and can use mechanical systems in my products [e.g. gears, pulleys, cams, levers and linkages].	C Objectives: Textiles: Design and make simple printing blocks. Simple taped join, button fastening. Design Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features using annotated sketches, prototypes and pattern pieces. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail Evaluate products and identify criteria that can be used for their own designs Make -Select appropriate tools and techniques for making their product Measure, mark out, cut, shape and join a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways Select from a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Measure, tape or pin, cut and join fabric with some accuracy Evaluate their work both during and at the end of the assignment taking into account the views of others Evaluate their products carrying out appropriate tests	Skills: Design - I can use a range of ideas from other people when I am designing I can produce a plan and explain it I can evaluate a range of products for both their purpose and appearance. Make - I can measure, cut and join accurately I can present a product in interesting ways Evaluate - I can preserve and adapt my work when my original ideas do not work I can evaluate and suggest improvements for my designs I can explain how I have improved my original design Technical knowledge - I can build structure, exploring how they can be made stronger, stiffer and more stable.
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See individual subject curriculum maps for NC coverage and skills progression.	Autumn Mediterranean Mission		Spring Romans on the Rampage		Summer Location, Location: East Leake	
	Science	States of Matter	Sound	Electricity	Living things and their habitats	Animals inc humans
RE	4.1 Why do some people think life is like a journey? What do people say about life after death?	4.3 Spiritual Expression Religion: Christianity and also the idea of being 'spiritual' but non-religious Christianity - Music and worship: What can we learn?		4.2 Symbols and Religious Expression Religion: Christianity, Islam, Hinduism, non-religious world views How do people express their spiritual ideas through pilgrimages?		4.4 Religion family and community: worship, celebrations, ways of living Religion: Hinduism What are the deeper meanings of some Hindu festivals?
Computing	Scratch	App Design	Internet Research/Extended E-safety focus	Graphic Design	Data Handling - linked to local area geography	Animation
Music	Charanga - Mamma Mia		Singing Skills		Whole class recorders with composition	
Indoor PE	Tri-golf	Drumba	Roman Dance	Circuit training	Boccia	Gymnastics
Outdoor PE	Athletics	Tag Ruby	Handball	Tennis	Basketball	Rounders
French	Tell me a story - The very hungry caterpillar & The enormous turnip	L'argent de poche	Animals & Habitats		Sports and Hobbies	Transport & journey to school
PSHE	Forming respectful relationships.		Mental health and wellbeing How can we manage our feelings?	Embedding healthy habits and learning first aid	Money matters and news literacy	Exploring ways to manage risk