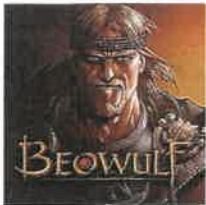




Topic Termly Overviews



Year: 4

Topic: Angle-Land

Term: Summer

Subjects	Objectives/Learning intentions
Art Beowulf Paintings	<p>To develop ideas</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Comment on artworks using some visual language. <ul style="list-style-type: none"> -colour -line -tone -texture -shape <p>To master techniques</p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Sketch lightly (no need to use a rubber to correct mistakes). <p><u>Painting</u></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Describe the work (including own sketches) of notable, artists, artisans and designers. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
DT Food – prepare an Anglo-Saxon feast	<p>To design, make, evaluate and improve</p> <p><u>Food</u></p> <ul style="list-style-type: none"> • I can plan and prepare a variety of healthy dishes (predominantly) using a range of cooking techniques and ingredients. <p>To master practical skills</p> <p><u>Food</u></p> <ul style="list-style-type: none"> • I can work in a safe and hygienic way e.g. tying hair back, wiping work surfaces, and not mixing up utensils. • I can weigh and measure my ingredients accurately. • I can select and am beginning to use the appropriate equipment to prepare foods in a variety of ways e.g. sieve, grater, knife, potato peeler and whisk. <p>To take inspiration from design throughout history</p> <ul style="list-style-type: none"> • I can identify some of the great designers in all of the areas of study to generate ideas for designs.

<p>Geography</p> <p>The UK – the place where we live</p> <p>Carding Mill Valley/Church Stretton and an area in Italy</p>	<p>To Investigate places</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of location. • Use fieldwork to observe and record the human and physical features of a local area using a range of methods including sketch maps, plans and graphs and digital technologies. <p>To investigate patterns</p> <ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom and a region in a European country. <p>To communicate geographically</p> <ul style="list-style-type: none"> • Describe key aspects of: physical geography, including: rivers, mountains and the water cycle. human geography, including: settlements and land use.
<p>History</p> <p>Anglo-Saxons</p>	<p>To understand chronology</p> <ul style="list-style-type: none"> • Place events from a period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg. BC / AD <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Offer a reasonable explanation for some events <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research • Look at the evidence available • Use text books and historical knowledge <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: Dates time period era change Chronology. • Recall, select and organise historical information • Communicate their knowledge and understanding • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
<p>English Links</p>	<p>Non-chronological report on Anglo-Saxons, retelling of Beowulf / first person work based on characters in Beowulf story.</p>