



New City Primary School Curriculum Overview Year 4

Spring 1 2016/2017

Foundation Curriculum

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
History <u>Local History with a focus on WW2.</u>	To compare London and the East End of London in 1938 to the present day.	To identify the causes of World War 2. To research the impact of 'The Blitz' on the East End of London.	To explain why the German Army was bombing the East End of London. To analyse the impact the Blitz had on the People of London (Past and Present)	To understand what a evacuee was. To explore life as Evacuee during World War 2.	To recount the events of an evacuees day A good text to support this would be The Lion and The Unicorn)	To investigate the 'Role of Women' in London during WW2.
Art <u>View Points: Salvador Dali.</u>	<u>Artist: Salvador Dali</u> Introduce the artist and important of life. Show children different work of the artist.	<u>Using the works of Salvador Dali as a stimulus:</u> To question and make thoughtful starting points and select ideas to use in their work.	<u>Using the works of Salvador Dali as a stimulus:</u> To observe the works of Dali carefully to use in their own work.	<u>Using the works of Salvador Dali as a stimulus:</u> To discuss the different viewpoints of Dalis work. To create pieces of work with varying viewpoints.	<u>Using the works of Salvador Dali as a stimulus:</u> To use shape, tone and texture in own drawings.	<u>Using the works of Salvador Dali as a stimulus:</u> To modify their work to reflect on their viewpoint and its purpose and meaning.
RE <u>What religions are represented in our neighbourhood?</u>	To explain the function of religious buildings and places.	To identify different religions in the local area.	To understand how people express their faiths.	To compare and contrast different religions.	To compare and contrast different religions.	Assessment.

<u>PHSCE</u> <u>Going for Goals</u>	To identify the traits of a good learner.	To identify my own strengths as a learner.	To model good learning behaviours. To take responsibility for my own learning.	To construct my own success criteria for reaching my goal.	To develop strategies for when learning become difficult.	To explain how peers can help support my goals.
<u>PE</u> <u>Hockey and Skipping</u>	To hold a hockey stick to correctly. To use one hand or two hands to strike the ball.	To dribble and pass the ball accurately.	To dribble and pass the ball accurately	To shoot the ball accurately at the goal. To shoot the ball from a variety of angles.	To apply knowledge of position and direction effectively on the hockey pitch.	To cooperate as a team during situations. To apply passing and moving skills to a game situation.
<u>Music</u> <u>Scales (Pentatonic/modes)</u>	<u>Modern</u> <u>Artist: Steve Reich</u> The children will listen to a range of music from this artist and explain the variety of sounds.	<u>Scales</u> <u>(Pentatonic/modes)</u> Pentatonic	<u>Scales</u> <u>(Pentatonic/modes)</u> Pentatonic	<u>Scales</u> <u>(Pentatonic/modes)</u> Indian modes (resulting moods)	<u>Scales</u> <u>(Pentatonic/modes)</u> Tonics/Drones	<u>Scales</u> <u>(Pentatonic/modes)</u> Pentatonics
<u>French</u> <u>Weather Phrases</u>	Recording numbers to 39 multiples of 5. Chn to learn phrases for temperature.	Weather phrases Quel temps fait - il?	Records different clothes for the varying weather. Quand il fait chaud, il te faut...	Days of the week Weather reports Voice la meteo	Record weather reports Voici la meteo.	Record weather reports Voici la meteo.