

Y4 Curriculum - Autumn 2 Sequence



Were the Anglo-Saxons good for Britain?

History	Geography	Science	Computing	Art	PE
Were the Anglo-Saxons good for Britain?	Not taught this half term	Not taught this half term	Coding	Children will learn about the Bayeux Tapestry and the colour wheel.	<p>SOCIAL—Supporting Others In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games and group.</p>
<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) How did Britain change after the Romans left around 410 AD? (Power) 2) When did the Anglo-Saxons and Vikings exist in Britain (Chronology) 3) Where did the Angles, Saxons and Jutes originate from and why did they invade? (Cause & effect) 4) Why did they come to Britain and move away from where they were born? (movement & migration) 5) How was Anglo-Saxon Britain ruled? (Power & Monarchy) 6) What was the relationship between the Anglo-Saxons and Vikings like? (Similarities & differences) 	<p>Sequence of lessons:</p>	<p>Sequence of lessons:</p>	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To be able to Design, Code, Test and Debug. 2) To be able to understand selection in computing and how IF statement works. 3) To be able to understand how to use co-ordinates in computer programming. 4) To be able to understand the repeat until command and IF/ ELSE statement. 5) To be able to understand what a variable in programming is and use a number variable. 6) To be able to Design and Make a game with a score. 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) Why is the Bayeux tapestry an important piece of art? 2) I can use colour mixing to create a palette of colours similar to the Bayeux tapestry, 3) I can practise painting in the style of embroidery (watercolours) 4) I can use the techniques learnt to create part of the Bayeux tapestry. 5) I can create close-up detailed designs of my life using the tapestry as inspiration. 6) I can create my final design. 	<p>Sequence of lessons:</p> <p>Emerging: I can help, praise and encourage others.</p> <p>Expected: I show patience and support others, listening carefully to them about our work. I am happy to show and tell others about my ideas.</p> <p>Exceeding: I cooperate well with others and give helpful feedback. I can guide a small group through a task.</p>
<p>Composite/Outcome</p> <p>Children are able to recall when the AS & Vikings existed and know the main reasons why they came to Britain</p>	<p>Composite/Outcome</p>	<p>Composite/Outcome</p>	<p>Composite/Outcome</p> <p>Design a playable game</p>	<p>Composite/Outcome</p> <p>Children create a painted tapestry using the Bayeux Tapestry as inspiration.</p>	<p>Composite/Outcome</p> <p>Children are able to show patience, listen to and support others.</p>

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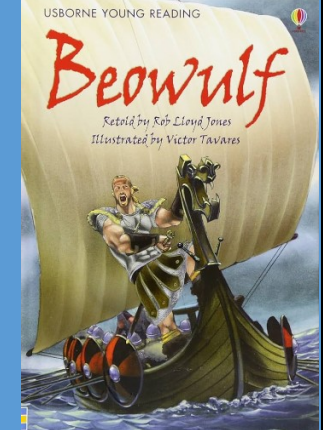


Were the Anglo-Saxons good for Britain?

PSHE	DT	Music	RE
Health	Textiles Linked to history, we will learn about the Bayeux Tapestry and take inspiration to design a tapestry linked to our own life.	Brass tuition	Christianity Incarnation—Trinity of God
Sequence of lessons: 1) Screen time - How much time do we spend on our screens? 2) Screen time - How screen time can affect our health and relationships? 3) Sleep - How important is sleep? 4) Sleep - How can sleep affect our mind and body? 5) The importance of physical activity - What is physical activity? 6) The importance of physical activity - Why is physical activity important?	Sequence of lessons: 1) I can look at the layout and design of the Bayeux Tapestry. 2) I can practise running stitch and other stitches for appearance. 3) I can create a design based on the Bayeux Tapestry. 4) I can use applique to attach fabric together. 5) I can make my own tapestry. 6) I can evaluate my tapestry based on a design criteria.	Sequence of lessons: (Continued from Autumn 1) 6) To play with a steady beat & buzz with a steady mouthpiece. 7) To play with a steady beat & buzz on the mouthpiece. 8) To play with a steady beat & buzz on the mouthpiece. 9) To play with a steady beat & buzz on the mouthpiece. 10) Performance concert	Sequence of lessons: 1) Identify the difference between a Gospel; which tells the story of the life and teaching of Jesus, and a letter. 2) Offer suggestions about what texts about baptism and Trinity might mean. 3) Describe how Christians show their beliefs about God the Trinity in worship and in the way they live. 4) make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what God of Christianity is like 5) Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. 6) Describe how Christians show their beliefs about God the Trinity in the way they live
Composite/Outcome. Children will be able to describe the importance and benefits of making healthy lifestyle choices.	Composite/Outcome Children will design and make their own tapestry based on part of their own life story.	Composite/Outcome Children will perform a concert to the whole school and parents.	Composite/Outcome Children are able to talk about what Incarnation means to Christians and discuss the importance of the Trinity of God.

Our Books this term:

Beowulf
 Discover this wonderfully illustrated retelling of this 6th century poem.



Anglo-Saxon Boy



An epic tale about a boy who has to go and fight in a big war which occurred in 1066 and his father Harold Godwinson is the lord of the Southern Saxons who's in line for the Throne of England. The battle is caused by a family feud between the two brothers and who should be in charge of England.

