

# Year 4 Long Term Plan 2020-21

| Our Missions:<br>We believe ACE children should have...  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|--|--|--|--|---|--|---|
|  | Open Heart<br>  | Enquiring Minds<br>  | Helping Hands<br>   | Responsible Steps<br>  | Resilient Spirits<br>   | A Sense of Wonder<br>  |
| <b>Driver of our learning &amp; big questions to answers and ideas to investigate</b>  | <b>Mutual Respect</b><br>How do we show <b>mutual respect</b> for each other when we all want to be able to choose our own way?<br>Do we all have the same <b>point of view</b> ?<br>Who is Malala and how does she fight for mutual respect?  | <b>Making Links</b><br>What <b>links</b> can we <b>make</b> between how the Romans lived and how we live today?<br>What made the Romans the Epic Empire they became?<br>What links can we make between diet, exercise and good mental health? Does this make you battle ready?   | <b>Love</b><br>Does Bill <b>love</b> his frock?<br>Do we always love what is different, strange or unique?<br>What does it really mean to love someone or something?   | <b>Responsibility</b><br>Are we taking <b>responsibility</b> for the world we live in?<br>Where does responsibility need to begin?  | <b>Absorption</b><br>What made Captain Ahab so <b>absorbed</b> (focused) on hunting down Moby Dick?<br>When can absorption become a problem?<br>How do you get into the <b>flow</b> ?  | <b>Peace</b><br>Did all Vikings seek to raid and conquer? Did any want create <b>peaceful</b> allegiances? Where can <b>peace</b> be found when the world full of activity, noise and chaos?  |
| <b>UNIT:</b><br><b>Hook/ignition</b><br><b>Learning Outside the Classroom</b>  | <b>A Tale of Two Sides: Voices in the Park</b><br><b>Walk to the local park</b>  | <b>A Tale of Two Sides: The Romans</b><br><b>Moortown Baptist Church (RE)</b><br><b>Sound workshop</b>   | <b>Free to be Me</b><br><b>TRIP: Visit Yorkshire Sculpture Park</b><br><b>Gurdwara visitor in school</b>   | <b>Blue Planet</b><br><b>The Deep</b><br><b>Litter pick</b><br><b>Observing plants and animals in their natural habitat</b>   | <b>Trials and Tribulation</b><br><b>Observing plants and animals in their natural habitat</b><br><b>Using compass directions in real life journeys</b>   | <b>Viking Visions</b><br><b>News report- Viking Purse</b><br><b>Triangle detectives big maths</b>   |
| <b>Vehicle</b> (Subject leading thematic units)  | <b>PSHE &amp; Literacy</b>   | <b>Geography &amp; History</b>   | <b>PSHE &amp; Literacy</b>   | <b>Science &amp; Geography</b>  | <b>Literacy &amp; RE</b>   | <b>History &amp; DT</b>   |
| <b>Celebration</b>   | Sharing Malala Yousafzai biographies with Year 3   | <b>Roman Battle</b>  | Art studio exhibition  | Documentary Showcase  | <b>Family orienteering challenge</b>   | States of Matter dance  |
| <b>Personal Development Focus</b><br>(Passengers in Learning)<br>Visible learning (VL)<br>Skills for Life (SFL)<br>Christian Values (CV) | <b>VL:</b> Collaboration, Planning and Distilling, Managing Distraction, Perseverance, Making Links and Questioning.<br><b>SFL:</b> Communicating clearly, managing relationships and rights and responsibilities.<br><b>CV:</b> Belonging, Joy and Kindness.  | <b>VL:</b> Collaboration, Planning and Distilling, Managing Distraction, Perseverance, Making Links and Questioning. <b>Interdependence</b><br><b>SFL:</b> Effective decision making and developing a healthy lifestyle.<br><b>CV:</b> Hope, Peace and Love.   | <b>VL:</b> Collaboration, Planning and Distilling, Managing Distraction, Perseverance, Making Links and Questioning. <b>Interdependence</b> and <b>Absorption</b><br><b>SFL:</b> Art of thinking, coping with life, engaging with community and managing media.<br><b>CV:</b> Thankfulness, Democracy and Forgiveness.   | <b>VL:</b> Collaboration, Planning and Distilling, Managing Distraction, Perseverance, Making Links & Questioning. <b>Interdependence, Absorption n and Meta-learning.</b><br><b>SFL:</b> Understanding rights and responsibilities, managing finances and coping with life.<br><b>CV:</b> Self-control and Faithfulness.   | <b>VL:</b> Collaboration, Planning and Distilling, Managing Distraction, Perseverance, Making Links and Questioning. <b>Interdependence, Absorption Meta-learning Questioning and Capitalising</b><br><b>SFL:</b> Managing relationships and goal setting.<br><b>CV:</b> Service, Forbearance, and Gentleness.   | <b>VL:</b> Collaboration, Planning and Distilling, Managing Distraction, Perseverance, Making Links and Questioning. <b>Interdependence, Absorption Meta-learning Questioning &amp; Capitalising</b><br><b>SFL:</b> Managing relationships and developing a healthy Lifestyle<br><b>CV:</b> Humility, Endurance and Change  |
| <b>What is our key learning this year?</b>   |  |  |  |   |  |   |
|  | <b>Gen: Informational Knowledge</b>  |  |  | <b>Skills: Skill and Strategy Knowledge</b>   |  |   |
| <b>ACE Reader (Reading)</b>  | <b>Gen:</b> Voices in the Park (Anthony Browne), We are all born free (PSHE link) and non-fiction online texts about Malala.<br><b>Skills:</b> VIPERS and background knowledge.  | <b>Gen:</b> Revolt against the Romans (Tony Bradman), Firework maker's daughter (Phillip Pullman) and Gran Can you rap? - Jack Ousby (poetry).<br><b>Skills:</b> making links within the text and justifying with evidence.  | <b>Gen:</b> Bill's New frock (Anne Fine) and Perry Angel's suitcase (Glenda Millard).<br><b>Skills:</b> prediction and inferring feelings.   | <b>Gen:</b> Why the whales came. (Michael Morpurgo).<br><b>Skills:</b> Reading for a range of purposes- research, reading techniques skimming and scanning.   | <b>Gen:</b> Moby Dick (Michael Morpurgo), The Snow Walker's son (Catherine Fisher) and Ducks Ditty (Kenneth Grahame) (poetry)<br><b>Skills:</b> identifying words used for effect, and summarising.  | <b>Gen:</b> Odd and the Frost Giants (Neil Gaiman) and Charlotte's Web (Dick King-Smith).<br><b>Skills:</b> identifying themes and conventions.   |
| <b>ACE Writer (Writing- including SPAG)</b>  | <b>Gen:</b> narrative (cold), recount, discussion texts, biography (Malala) and instructional writing for mosaics.<br><b>Skills:</b> fronted adverbials for emotion and manner, contrasting conjunctions, emotive language. Use of paragraphs to organise ideas around a theme. Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's. Using fronted adverbials. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.<br><b>Big Writes:</b> biography of Malala Yousafzai and instructional writing for Mosaics. | <b>Gen:</b> diary entry, recount, letter writing and modern poetry.<br><b>Skills:</b> use of informal style, reporting and commenting. Use further prefixes and suffixes and understand how to add them - see No Nonsense Spelling. Spell further homophones. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.<br><b>Big Writes:</b> diary entry of day at Saturnalia, emotive letter home upon going into battle and recount of the battle. | <b>Gen:</b> Poetry, persuasive writing, playscript (dialogue)<br><b>Skills:</b> use of figurative language and persuasive language for effect. Using the present perfect form of verbs in contrast to the past tense the grammatical difference between plural and possessive -s. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. Using conjunctions, adverbs and prepositions to express time and cause.<br><b>Big Writes:</b> Continuation of a story 'World-pap', playscript (Dialogue) | <b>Gen:</b> Non chronological reports, speech, fact files, persuasive writing.<br><b>Skills:</b> fronted adverbials for place and time. Rule of three, repetition, rhetorical questions, if, then sentences. Noun, which/ where/ who sentences. 2A sentences. Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns. Use of modal verbs to create an emotive speech. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.<br><b>Big Writes:</b> Non-chron reports about sea creatures, Speech about plastic pollution. | <b>Gen:</b> dialogue writing (creative writing) and narrative.<br><b>Skills:</b> noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Using and punctuating direct speech. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!". In narratives, creating settings, characters and plot.<br><b>Big writes:</b> Creative story writing based on Moby Dick. Use of dialogue. | <b>Gen:</b> Narrative through reading, newspaper report about Lindisfarne, recount through reading and explanatory text for Viking purse.<br><b>Skills:</b> use of dialogue to move along the plot, use of figurative language, causal connectives and determiners. <b>**Revisiting objectives from TA.</b><br><b>Big writes:</b> Newspaper report of Lindisfarne, explanatory text for Viking purse. In non-narrative material, using simple organisational devices [for example, headings and subheadings]. |
| <b>ACE Mathematician (Maths)</b>   | <b>Gen:</b> numbers to 10000 and Roman Numerals and addition and subtraction within 10000.<br><b>Skills:</b> counting and comparing up to 10000 in differing integers, place value, comparing and ordering, rounding. Addition and subtraction within 10 000. Finding sums. Writing 1-100.   | <b>Gen:</b> multiplication and division.<br><b>Skills:</b> multiplying and dividing by 6, 7, 9, 11, 12, Dividing by 6, 7, 9, dividing with remainder and multiplying and dividing 2 and 3 digit numbers  | <b>Gen:</b> data handling, fractions and time<br><b>Skills:</b> Drawing and reading picture graphs, bar graphs and line graphs. Adding, subtracting and simplifying fractions, improper fractions and mixed numbers. Using 24-Hour clocks, converting units of time and calculating duration.  | <b>Gen:</b> Decimals and money<br><b>Skills:</b> Writing, ordering and rounding tenths and hundredths. Writing ,comparing, estimating and rounding money.   | <b>Gen:</b> Mass, volume and length<br>Area of figures<br><b>Skills:</b> Measuring and converting mass, volume, height and length including perimeter.   | <b>Gen:</b> Geometry<br><b>Skills:</b> Classifying and comparing triangles and quadrilaterals using angles and lines or symmetry. Describing position and movement  |

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| UNIT                               | Voices in the Park   | The Romans   | Free to be Me  | Blue Planet  | Trials and Tribulation  | Viking Visions  |
| <b>ACE Scientist (Science)</b>     | <b>Gen:</b> animals, including humans - describe the simple functions of the basic parts of the digestive system in humans.<br><br><b>Skills:</b> questioning, observing, predicting and concluding.   | <b>Gen:</b> sound - identify how sounds are made and associating them with something vibrating.<br><b>Skills:</b> practical enquiry and the use of scientific evidence to answer questions.<br><br><b>Role model:</b> Alexander Graham Bell.<br>Trips: Soundman visitor.   | <b>Gen:</b> electricity - construct a simple series electrical circuit.<br><b>SKILLS:</b> predicting and concluding, gathering, presenting and recording data.<br><br><b>Role model:</b> Ann Makosinski  | <b>Gen:</b> living things and their habitats - understanding classification keys to group living things, changing environments and how this can pose danger to living things (Thematic unit link).<br><br><b>Skills:</b> observing, classifying (applying simple keys), predicting and concluding.<br>Trips: The Deep.   | <b>Gen:</b> living things and their habitats - understanding classification keys to group living things, changing environments and how this can pose danger to living things (Thematic unit link).<br><br><b>Skills:</b> observing, classifying (applying simple keys), predicting and concluding.  | <b>Gen:</b> states of matter - liquids, solids and gases. Evaporation and condensation in the water cycle (Geography link – Blue planet).<br><br><b>Skills:</b> investigate and observe how some materials change state, working collaboratively.   |
| <b>A Safe ACE (PSHE)</b>           | <b>Gen:</b> identity, society and democracy – DEMOCRACY.<br><br><b>Skills:</b> understand that Britain is a democratic society and what this means. Know that there are different political parties who differ in their views. Understand that people have opportunities to influence decisions by voting in elections. Understand the contribution and influence that individuals and organisations can have on social and environmental change. Recognise there are limited resources for the needs of the community and that people may have different views about how council money should be spent. | <b>Gen:</b> physical health. What is important to me?<br><br><b>Skills:</b> explain why a person may avoid certain foods and communicate their own personal food needs. Identifies factors that might influence people’s choices about the food they buy (for example, ethical farming, fair trade, seasonality). Express their opinions on factors that affect food choice. Explain the importance of sleep for health and wellbeing. Recognise the impact that too much screen time can have on a person’s health and wellbeing. | <b>Gen:</b> Free to be Me. <b>MIndmate:</b> Feeling good and being me, Being the same and being, Strong Emotions<br><br><b>Skills:</b> explain how they have different interests that may appeal to boys, girls or both. Identify gender stereotypes in stories and advertising. Explain why the words ‘Gay’ and ‘Lesbian’ should not be used as insults and understand the impact it has on people from the LGBTQ+ community. | <b>Gen:</b> keeping safe – playing safe. <b>MIndmate:</b> Friends and Family<br><br><b>Skills:</b> understand why some games are not appropriate for children to play and evaluate whether a computer game is suitable for them to play and explain why. Recognise that in some situations there may be pressure to behave in a way that doesn’t feel safe and identifies some ways to respond to unhelpful pressure. Explain what to do in an emergency and can carry out some simple first aid procedures for different needs. Demonstrate how to ask for help from a range of emergency services. | <b>Gen:</b> Drugs, alcohol and tobacco education. <b>MIndmate:</b> Solving problems<br><br><b>Skills:</b> identify why a person may choose to use or not use drugs and able to state some alternatives to using drugs. Explains why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed. Can explain what is meant by the terms ‘habit’ and ‘addiction’. Identifies different behaviours that are related to drug use. | <b>Gen:</b> RSE . <b>MIndmate:</b> Life changes<br><br><b>Skills:</b> can identify changes throughout the human life cycle (that this is ongoing and individual to them). Defines puberty as: the changes that occur sometime between 8-17 that turns us from children to young adults. Identifies physical changes associated with puberty. Explain how changes at puberty affect body hygiene. Describe how to care for their bodies during puberty. Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming. |
| <b>ACE Historian (History)</b>     |  | <b>Gen:</b> What did the Romans achieve for Britain? Understanding the concept of Empire.<br><br><b>Skills:</b> chronology, explore a range of sources and understand that our knowledge of the past is constructed from a range of sources.   |  |  | <b>Gen:</b> Anglo Saxon life - understanding invasion, crime and punishment.<br><br><b>Skills:</b> change over time, comparing and contrasting.   | <b>Gen:</b> Viking Visions; the significance and impact of the Anglo Saxon and Viking struggle for Britain.<br><br><b>Skills:</b> critique historical interpretations. Looking at landscapes and place names to see the impact.   |
| <b>ACE Musician (Music)</b>        | <b>Gen:</b> popular music (Bill Withers)<br><br><b>Skills:</b> listen to and discuss songs influenced by gospel music and reflect on genres cultural significance. Perform the song ‘Lean on Me’ using voice and chime bars.   | <b>Gen:</b> Samba<br><br><b>Skills:</b> listen to examples of Samba music and discuss the instruments used and the function of the music (dance). Perform simple samba rhythms and ‘We Will Rock You’ as a class using samba instrumentation.  | <b>Gen:</b> Percussion<br><br><b>Skills:</b> perform the song ‘I Wanna Play in a Band’ using batons. Recognise changes in note duration. Discuss the songs use of crotchets, crotchet rests, quavers, minims and semibreves.   | <b>Gen:</b> Earth – Hans Zimmer<br><br><b>Skills:</b> listen to the duration of a piece and identify different families of instruments within an orchestra. Discuss the different textures created. Perform a short section of ‘Earth’ using voice, chime bars and untuned percussion.   | <b>Gen:</b> Storm - Benjamin Britten<br><br><b>Skills:</b> listen to the duration of a piece and discuss the different sections e.g. drums and brass at the start of the piece represent the storm. Compare and contrast with the sections later in the piece that represent the calm ocean. Perform a short section of ‘Storm’ as a class using body percussion and voice. Compose small sections using chime bars to represent the calm and perform as a whole class.               | <b>Gen:</b> Percussion<br><br><b>Skills:</b> listen to the duration of a piece and discuss the way different dynamics and tempos affect the sound. Compose pieces of battle drumming that incorporate different dynamics and tempos. Children will use visual scores to represent their sounds.   |
| <b>ACE Geographer (Geography)</b>  | <b>Gen:</b> locating countries with contrasting human rights.<br><br><b>Skills:</b> maps, atlases & globes (Human Freedoms Index map); observing, measuring and recording, questioning and enquiry.  | <b>Gen:</b> Roman land use, town planning and economy (including trade).<br><br><b>Skills:</b> aerial and planned views; map, atlases and globes; observing, measuring and recording; questioning and enquiry.   | <b>Gen:</b> climate change, metres above sea level (MASL) and the distribution of natural resources: water.<br><br><b>Skills:</b> digital mapping, questioning and enquiry.  | <b>Gen:</b> Gyres, ocean biomes, Human impact and how to develop a sustainable plastic economy. The water cycle.<br><br><b>Skills:</b> ICT, communication (writing like a geographer – speeches); digital mapping and questioning and enquiry.   | <b>Gen:</b> tracking Moby Dick using latitude, longitude and Equator<br><br><b>Skills:</b> compass directions and grid references; keys and symbols.  | <b>Gen:</b> Comparing geographical similarities and difference between Scandinavian & UK settlements during Viking invasions. Change over time.<br><b>Skills:</b> aerial and planned views; map atlases and globes; observing, measuring and recording; questioning and enquiry.  |
| <b>ACE Worshipper (RE)</b>         | <b>Gen:</b> UC 2A.4 Core What kind of a world did Jesus want? (Christianity)<br><b>Skills:</b> give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching.  | <b>Gen:</b> LAS How do the Five pillars guide Muslims? (OWF: Islam)<br><b>Skills:</b> describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers.  | <b>Gen:</b> LAS Why are Gurus at the heart of Sikh belief and practice? <b>Gudwara visit/ visitor to class</b> (OWF: Sikhism)<br><b>Skills:</b> research and explore a wide range of stories relating to the gurus.  | <b>Gen:</b> UC 2A.5 Why do Christians call the day Jesus died ‘Good Friday’? (Christianity)<br><b>Skills:</b> make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.  | <b>Gen:</b> UC 2A. 6 When Jesus left, what was the impact of Pentecost? (Christianity)<br><b>Skills:</b> make clear links between the story of the Day of Pentecost and Christian belief about the kingdom of God on Earth.   | <b>Gen:</b> LAS What faiths are shared in our community? (Thematic: Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches)<br><b>Skills:</b> explore and describe ways of how beliefs and values are expressed in different religions through symbols and actions.g, making links, suggesting.  |
| <b>Active ACE (PE &amp; Dance)</b> | <b>Gen:</b> invasion games - Hockey.<br><b>Skills:</b> hold a hockey stick, passing the ball, travelling with the ball, changes of direction and speed.  | <b>Gen:</b> invasion games - Rugby<br><b>Skills:</b> passing the ball, travelling with ball, changes of direction and speed and following rules of the game  | <b>Gen:</b> strike and field - Baseball Vocabulary “pitch”, correct pitching stance, catching the ball and game play strategy.<br><b>Skills:</b> Throwing, catching high and low and following rules of a game.  | <b>Gen:</b> invasion games - Basketball<br><b>Skill:</b> passing the ball, travelling with ball, changes of direction and speed, shooting, defending a zone and following rules of the game.   | <b>Gen:</b> Athletics -Track events<br><b>Skills:</b> Start position, strategies to build speed and maintain pace.  | <b>Gen:</b> Athletics - Hurdles<br><b>Skills:</b> stride pattern and length, leap and snap.   |

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| UNIT                              | Voices in the Park   | The Romans  | Free to be Me   | Blue Planet   | Trials and Tribulation  | Viking Visions   |
| <b>ACE Linguist (MFL)</b>         | <b>Gen:</b> to present myself in Spanish.<br><b>Skills:</b> revise basic skills previously covered - how I am, numbers 1-10, my name is, begin to learn the numbers 10-20, re-covered each lesson during this unit, begin to identify these when written; write in character different names and ages in Spanish; extend to add where someone lives and complete a reading activity matching people to their description.            | <b>Gen:</b> to recognise the vocabulary of the family.<br><b>Skills:</b> identify the words when heard and link to pictures and written words. Begin writing words and comprehend simple oral passages.   | <b>Gen:</b> to learn and apply vocabulary about houses in Spanish.<br><b>Skills:</b> write simple sentences using a word bank, match a description to an image, ask and respond to questions, and answer retrieval questions on a Spanish text about a house.                           | <b>Gen:</b> to learn and apply vocabulary needed for visiting a cafe.<br><b>Skills:</b> complete Spanish-English translation and using language to complete a survey.   | <b>Gen:</b> to learn and apply vocabulary about the classroom.<br><b>Skills:</b> say and write from memory using their correct gender; say and write with high. Learn to use the negative in Spanish.   | <b>Gen:</b> to learn the story of Goldilocks and the 3 bears in Spanish.<br><b>Skills:</b> listen to a familiar fairy tale identifying the main characters; retell orally and in written form, with good pronunciation with prompts.   |
| <b>Digital ACE (Computing)</b>    | <b>Gen:</b> Born free presentation.<br><b>Skills:</b> group Networks ( google classroom) using computer networks, iPad apps and Google Classroom.  |   | <b>Gen:</b> mixing multimedia.<br><b>Skills:</b> Garageband, iMovie and Creative Book Builder – trailers, movies, mixed media ebooks Key notes and Pages.   |   | <b>Gen:</b> publishing to the public.<br><b>Skills:</b> Garageband- music creation. Explain everything – teaching movies containing text, animation, sound and video for the website.   |  |
| <b>ACE Artist (Art)</b>           | <b>Gen:</b> depict emotions through drawing.<br><b>Skills:</b> use of tone and composition. In drawing, annotate sketches to explain ideas.<br><b>Communication and ICT:</b> use the internet to research ideas and starting points for art. Mosaic. and montage (linked to Romans topic).<br><br><b>Art appreciation</b><br>GEN: Marc Rothako<br> | <b>Gen:</b> Tribal 3D art: (Iceni chariots, Roman Shields)<br><b>Skills:</b> make nets of shapes to create recognisable forms. Join these together to create abstract forms. Experiment with making life size models.<br><br><b>Gen:</b> collage, Roman museum clips and film footage.<br><b>Skill:</b> cutting skills are precise. Coiling and overlapping. Creating striking effects work in a limited colour pallet through experimentation. Make paper coils and lay them out to make patterns and shapes.<br>Link to materials/structures/joins for DT.<br><br><b>Art appreciation</b><br>GEN: Roman mosaics and R-: fish symbol of Christianity (Roman and Christianity).<br> | <b>Art appreciation</b><br><b>Gen:</b> Grayson Perry - Who Are You? Identity through art.<br><b>Skills:</b> collage and printing.<br><br><b>TRIP: Visit Yorkshire Sculpture Park</b><br>             | <b>Art appreciation Gen:</b> Hundertwasser - Save the Whales.<br><br><b>Gen:</b> painting, learn about a number of brush techniques (think and thick brushes) to produce shapes, textures, patterns and lines. How to make notes in my sketchbook of how artists have used paint and techniques to produce pattern, colour, texture, tone, shape, space, form and line.<br><b>Skills:</b> Explore ideas and collect visual and other information. Comment on similarities and differences of their own and others' work, adapt and improve their work.<br>Mix colours using tints and tones. Using watercolour to produce washes for background and then add detail. Experiment in creating mood and feeling with colour.<br><br><b>Gen:</b> short Blue planet documentary.<br><b>Skills:</b> communication including ICT. Annotated storyboard plan sketches in sketchbook (action plan). Using a digital camera to take pictures of what people have made (green screens). Use a digital camera to capture textures, colours, lines, tones, shades and inspiration from the natural and man made world. | <b>Art appreciation Gen:</b> Jean Sader entecost<br><b>Art appreciation Gen:</b> Hi Qi 'Holy Spirit Coming'<br><b>Art appreciation Gen:</b> GiriH- complex architectural mosaic pattern art in many Muslim cultures<br><br><b>Art project GEN:</b> to know that mosaic is the art of decorating a surface with pictures and patterns made of little pieces of stone, glass or tiles of different colours. Mosaics are made by setting coloured pieces into "mortar" (cement/grout) which sets hard and holds the pieces in place.<br><br><b>Skills:</b> to capture movement in line. To use tools such as a hammer, pliers (nippers), work from a pattern, measure, calculate and to use adhesives and grout. | <b>Gen:</b> sewing project linked to Moby Dick: learn how to create texture in textiles work by tying and sewing threads or by pulling threads. Create artwork that is matched to an idea or purpose. Gain awareness of other cultures and time and their textile works.<br><br><b>Skills:</b> basics of cross stitch and back stitch. Colour the fabric and use this to add pattern. Add weaving including God's eye. Basics of quilting, padding and gathering fabrics.<br><br><b>Art appreciation</b><br>GEN: Sir Frank Dicksee The Funeral of a Viking, (1893)<br> |
| <b>ACE Designer (DT)</b>          |  | <b>Gen:</b> musical Instruments (Structures) - different types of musical instruments and how their sound is produced (link with science topic - sound).<br><br><b>Skill:</b> looking at existing designs, selecting and using materials for their properties, creating for a purpose and evaluating against design criteria.   | <b>Gen:</b> make a night light / torch - (Electrical systems). How electrical systems work.<br><br><b>Skill:</b> design, make and evaluate a product including an electrical circuit, bulb and a switch. Children create their own switch. (structures - creating a case for the light) |   |   | <b>Gen:</b> Viking purse - Textiles/ Art (see art) How to join two pieces of fabric and create a planned project.<br><br><b>Skills:</b> research, design, make and evaluate a project. To use more than one piece of fabric to create a 3d textiles product. Measure, tape/pin, cut and join fabric with some accuracy.  |
| <b>ACE Cook (Food Technology)</b> | <b>Gen:</b> making Roman soup. Using the Pizza oven to bake authentic Roman bread.<br><br><b>Skills:</b> understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  | <b>Gen:</b> Make roman bread<br><br><b>Skills:</b> weighing, kneading and mixing.   |   | <b>Gen:</b> food - prepare a healthy meal/sushi to serve during the Blue Planet documentary evening.<br><br><b>Skills:</b> understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  |   |  |
| <b>ACE Gardener</b>               | <b>Gen:</b> using homegrown vegetables.<br><br><b>Skills:</b> understand seasonality.  | <b>Gen:</b> Harvesting wheat (school wide).<br><br><b>Skills:</b> harvesting.   |   | <b>Gen:</b> Growing vegetables.<br><br><b>Skills:</b> ground clearing, seeding, watering and monitoring.  | <b>Gen:</b> Grow potatoes (school competition).<br><br><b>Skills:</b> digging, planting and observing.  | <b>Gen:</b> Harvesting potatoes (school competition).<br><br><b>Skills:</b> observing, harvesting and removal.   |