

**SKILLS: Master Techniques** - Drawing -Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture

**Take inspiration from the greats** - Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.

**Design, make, evaluate and improve** - Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Use software to design and represent product designs.

6) Evaluation - evaluating

Assess your original artwork. Have you used the sketching techniques effectively? Could you improve your piece in any way?

Test your marble run. Assess whether any parts of your invention need modifying. Would you make any changes if you were to complete this project again?

5) Synthesis - creating

Recreate a piece of Marc Craste's work using your new pencil sketching techniques. Plan your own original piece of artwork using the same techniques, taking inspiration from the artist's work. Create/construct your marble run from your design.

4) Analysis - analysing

Can you describe the effects of sketching and what type of artwork could you create with this technique?

Explain why you think your marble run will be effective. Analyse your design. Are there any parts that need changing before building?

3) Application - applying

Experiment with different pencil techniques. How can you use your pencil to create different lines, tones and textures? Which of these techniques can you spot in Marc Craste's work?

Design your own marble run, thinking about the things you have in your house. Label your diagram clearly ready for creation.

2) Comprehension - understanding

Discuss the themes/ideas that Marc Craste is trying to make you think about with his use of colour. How does his artwork compare to the other artists we have looked at? What techniques does he use?

Explain what materials you think would be best to create your own marble run. Predict what materials would not be effective using your science knowledge.

1) Knowledge - remembering

Describe the use of colour in the artwork we have looked at so far this year. What emotions are the pieces trying to make you feel? - cubism, Jackie Morris

Describe what a marble run is. What forces are in action?

**SKILLS: Investigate places** - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

**Investigate patterns** - Describe how the locality of the school has changed over time.

**Communicate geographically** - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

6) Evaluation-evaluating

Do you think the changes that have occurred in Knighton are a good thing? What changes do you think will happen in another 60 years? (link with Geography)

5) Synthesis-creating

Using Ordnance Survey maps to help, design and create a travel guide for people visiting Knighton in the 1960s. Use the images to help. (Link with Geography)

4) Analysis-analysing

Analyse Ordnance Survey maps to compare cities. Can you distinguish between a town and city? What symbols do you see most in the city?

3) Application-applying

Use a map to locate some of the counties and cities of note in the UK (link to inventions).

Can you develop a set of instructions to find particular cities in the UK? Do you notice anything that is similar/different about the names of the counties? (Links to Vikings)

2) Comprehension- understanding

Explain the difference between a continent, country, county and city. Can you provide a precise definition for each one?

1) Knowledge - remembering

Recap your knowledge of the world so far. Name all of the continents and oceans, hemispheres, longitude and latitude lines of note. Can you think of an effective way to display your knowledge?

Our text for this term is 'Varmints'.

This book is a high quality picture book written by Helen Ward. We will be discussing Ward's use of language and the illustrations to think about the themes she is trying to portray to her readers.

This book is an excellent stimulus for writing. Some of the texts we will be writing are:

- Narrative - including dialogue, action and description
- Discussion text (cross-curricular)
- Poetry - based around the themes in Varmints



English  
'Varmints'

Art and DT

Pencil skills - light and dark  
Artist - Marc Craste  
(illustrator of Varmints)  
Design and create a 'marble run'  
(links to Science - forces)

Science  
Physics

Electricity  
Forces and Magnets

Year 4

Imagine, Invent, Inspire  
(Aspirations)  
Summer Term



Geography

UK counties and cities  
linking in to  
local history project

History

Viking and Anglo Saxon  
struggle for the Kingdom  
of England  
Local History project

Discrete subjects:

PE - See Mrs Chalk's document.

Music - Brass

MFL - French

Maths - NC Programme of study and topic links where applicable

Computing - Editing and writing HTML.

P4C - Aspirations - Losing success

RE - Islamic Rites of Passage and Hinduism

PSHE - Me and my Friends

**SKILLS: Work scientifically** Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

**Physics - Understand electrical circuits** - Identify common appliances that run on electricity. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.

**Understand movement, forces and magnets** -Compare how things move on different surfaces. Look at the effect of gravity and drag forces. Look at transference of forces in gears, pulleys and levers.

6) Evaluation - evaluating

What changes to your experiment would you recommend to someone else carrying it out?

What changes would you recommend to your pulley/lever? How effective was your product?

5) Synthesis-creating

Can you design an experiment to test whether materials are conductors or insulators? What variables will you need to consider? How will you collect and present your data?

Explain how a pulley and a lever works. Can you create new and unusual use for a pulley or a lever? Create your own pulley or lever.

4) Analysis-analysing

Can you use your new knowledge of circuits to work out how electrical equipment in your house works?

Can you distinguish between a gear, a lever and a pulley? Use your new knowledge to identify which forces are in action?

3) Application-applying

Create a diagram/model showing a simple electrical circuit. Can you label your diagram using technical vocabulary?

Construct an experiment to test how an object moves across different surfaces. How could you collect your results?

2) Comprehension- understanding

Can you write in your own words what electricity is? How many different ways can you name that electricity can be generated? Which of these are renewable sources?

Describe the forces: gravity, friction, air resistance. How are they similar/different?

1) Knowledge - remembering

Make a list of all of the electrical appliances in your house.

How many forces can you name? Find the meaning of the word gravity.

**SKILLS: Investigate and interpret the past** - Use evidence to ask questions and find answers to questions about the past. Suggest causes and consequences of some of the main events and changes in history

**Understand Chronology** - Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events

**Communicate historically** - Use appropriate historical vocabulary to communicate, including: · dates · time period · era · change · chronology.

Use literacy and numeracy skills to a good standard in order to communicate information about the past.

**Build an overview of world history** - Give a broad overview of life in Britain from ancient until medieval times.

Compare some of the times studied with those of other areas of interest around the world.

6) Evaluation - evaluating

Do you think the Vikings were a good people? Think about the events that happened during their rule, how effective was their rule?

Do you think the changes that have occurred in Knighton are a good thing? What changes do you think will happen in another 60 years?

5) Synthesis - creating

What do you think it would have been like to be a soldier fighting in the Battle of Hastings? Can you create a storyboard of the Battle of Hastings? (Storyboardthat.com)

Design and create a travel guide for people visiting Knighton in the 1960s. Use the images and maps to help.

4) Analysis - analysing

What were some of the problems faced by Viking people? Can you write a diary entry from the point of view of a Viking villagers depicting their way of life?

Why did the changes you have observed happen in the local area?

3) Application - applying

What questions would you ask of Ethelred the Unready, who paid the Vikings Danelg? Do you think this was a good strategy?

Use old maps and images to examine the differences between Knighton now and in the past.

2) Comprehension - understanding

Can you write a brief biography of Alfred the Great and Athelstan? Why were they such important figures in the Anglo Saxon/ Viking era?

What differences do you predict there are between Knighton now and in the past?

1) Knowledge - remembering

Describe what you know about the Vikings already. What type of people were they? Can you make a timeline of the events we have already learnt about?

Describe the area around where you live. What buildings are there?