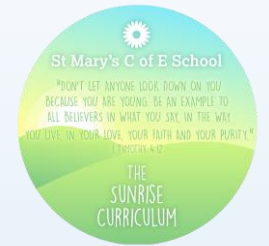


Sunrise Curriculum Summer Sequence - Year 4

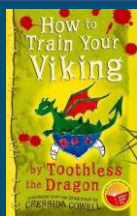
Summer 1: Hope - The story of the risen Jesus...hope for new life. (John 20)

Summer 2: Compassion - The story of The Good Samaritan...caring for others. (Luke 10:30-37)

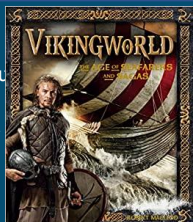
‘What makes a winner?’



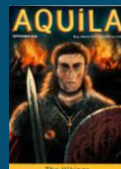
<p>History</p> <p>Y3- children have studied the Bronze age and Romans and explored the Chronology of these events.</p>	<p>History</p> <p>Y3- children have studied the Bronze age and Romans and explored the Chronology of these events.</p>	<p>French</p> <p>Children have worked on their pronunciation and can briefly talk about themselves</p>	<p>Art</p> <p>Children have used large sewing needles to make some stitches.</p>	<p>RE</p> <p>Children have learnt that Jesus’ life comes from the Gospels.</p>
<p>INTENT</p> <p>To understand Britain's settlements by Anglo Saxons and Scots.</p> <p>To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>To study an aspect or theme (Crime and Punishment) in British history that extends pupils’ chronological knowledge beyond 1066.</p>	<p>INTENT</p> <p>To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>To study an aspect or theme (Crime and Punishment) in British history that extends pupils’ chronological knowledge beyond 1066.</p>	<p>INTENT</p> <p>Children will be able to label and talk about a map in French.</p>	<p>INTENT</p> <p>To complete an embroidery piece.</p>	<p>INTENT</p> <p>To understand what is meant by the Holy Trinity.</p>
<ol style="list-style-type: none"> 1.To analyse and describe Anglo Saxon artefacts ad explain what they teach us about Anglo Saxon culture. I can describe why, where and when the Scots and Anglo-Saxons invaded Britain and explain what the 7 Anglo-Saxon Kingdoms were. I can understand how the Anglo-Saxons have influences Britain by explaining some of the place names they established and their meanings I understand the difference between crime and punishment then and now. I understand the religious beliefs of early Anglo-Saxons. 	<ol style="list-style-type: none"> To understand the changes in crime and punishment now and then. To demonstrate understanding of Anglo-Saxon kings and make comparisons To demonstrate understanding of village life. I can explain the events of the Battle of Hastings. 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> To listen carefully and pronounce unfamiliar word with increasing accuracy- Talking about where we live. To listen carefully, repeating and responding to key words and phrases – children learn about the different areas around town. To use familiar sounds and spellings to help recognize more words- in the context of counting in tens. To apply knowledge to predict, say and spell (numbers over 10) 	<ol style="list-style-type: none"> Children observe and comment on different stitches. Children practise simple stitches with increasing difficulty and accuracy. Children design and evaluate their own embroidery pattern. Children create their own design. 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> To give examples of what the Gospels are and explain what these might mean to some Christians. 2 & 3 To describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way that they live. To offer suggestions about what texts about baptism and the Trinity might mean . I can make links between some Bible texts studied and the idea of God in Christianity. I can express my own ideas.
<p>Outcome/composite</p> <p>Children create giant timelines to apply their knowledge so far.</p>	<p>Outcome/composite</p> <p>Children recreate the Battle through drama, using voice overs and speech to demonstrate their understanding.</p>	<p>Outcome/composite</p> <p>Children design their own town and engage in role play..</p>	<p>Outcome/composite</p> <p>Children complete their final piece.</p>	<p>Outcome/composite</p> <p>Children write a response to the ‘big question’</p>
	<p>Geography</p> <p>Children</p>	<p>INTENT</p> <p>Children will follow directions to a place.</p>	<p>INTENT</p> <p>To print a repeated pattern.</p>	<p>INTENT</p> <p>To understand other faiths- Hinduism.</p>
	<p>INTENT</p> <p>To successfully use 8 points of a compass.</p>	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> To tell other people about types of transport. To use the verb ‘to go’ in a simple sentence. 4 & 5 <p>To use my knowledge of actions and directions to give directions.</p>	<ol style="list-style-type: none"> Children explore patterns and shapes within Viking artwork. 2, 3 & 4 . Children explore and evaluate different printing methods. Children design their final pattern. Children create their final piece. 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> To identify some Hindu deities. To make clear links between Hindu stories and what Hindu’s believe God is like. To identify how deities help describe God. To identify ways of worship and make links to how Hindu’s live. Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy.
	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> To explore and label a compass.7 To practice using a compass. To use a compass for a purpose. 	<p>Outcome/composite</p> <p>Children work as part of a team to replicate a painting focusing on different sections each.</p>	<p>Outcome/composite</p> <p>Children complete and show case their final piece..</p>	<p>Outcome/composite</p> <p>Children write a response to the ‘big question’</p>
	<p>Outcome/composite</p> <p>Children use a compass for a purpose.</p>			



How to Train you Viking– Cressida Cowell



Viking World – Robert Macleod

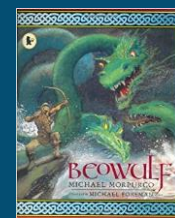


Magazine Subscription- Aquila Magazine focused on the Vikings.

Vicious Vikings- Terry Deary



Beowulf – Michael Morpurgo



Reading opportunities across the Sunrise Curriculum

Sunrise Curriculum Summer Sequence - Year 4

‘What makes a winner?’



DT

Children have explored and used mechanisms such as flaps, sliders and levers. Gained experience of basic cutting, joining and finishing techniques with paper and card.

INTENT

To successfully create a Viking pop-up book.

Sequence of lessons:

1. Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
2. Use annotated sketches and prototypes to develop, model and communicate ideas.
3. Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
4. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
5. Evaluate their own products and ideas against criteria and user needs, as they design and make.

Outcome/composite.

Children share their creations with Y2 children.

INTENT

To create a successful alarm system.

Sequence of lessons:

- Electrical knowledge taught in Science lessons.
1. Design alarm thinking carefully about the needs to ensure fit for purpose.
 2. Create and ‘tinker’ with their design followed by a final test.
 3. Evaluate their design.

Outcome/composite

Final testing to ensure that the alarm keeps intruders out.

Science

Y1/Y2 learning about different materials and the properties of these, using increasingly scientific vocabulary to describe them.

INTENT

Children will be able to create a working circuit.

Sequence of lessons:

1. To create a working circuit and report on my findings.
2. To report findings on enquiries.
3. To classify insulators and conductors
4. To record scientific drawings.
5. To problem solve using my knowledge of electrical circuits.
6. To apply knowledge within out DT lessons.

Outcome/composite

Children are ‘electricians’ fixing problems. To apply knowledge within a DT lesson.

Computing

Children have used Microsoft Word.

INTENT

To create a document for a purpose.

Sequence of lessons:

1. To format images for a purpose
2. To use formatting tools to create an effective layout.
3. To use the spellcheck tool.
4. To insert and format a table.
5. To change the page layout for a purpose.
6. To create hyperlinks within a word document.

Outcome/composite

To share their work with others.

PE

Children will have studied maps in their previous Geography lessons and developed team skills through different games in PE

INTENT

Children will be able to successfully work as part of a team and follow a map with increasing confidence.

Sequence of lessons:

1. To work together in small groups, developing problem-solving skills.
2. To describe how the body reacts at different times and how this affects performance whilst showing leadership skills.
3. To navigate around a space with growing confidence.
4. To read a map with increasing accuracy and confidence and within a time limit.
5. To create symbols that are effective for map-reading.

Outcome/composite

To take part in outdoor and adventurous activity challenges both individually and within a team

INTENT

To create a gymnastics performance.

Sequence of lessons:

1. To perform a range of jumps and leaps
2. To perform a straddle forward roll and a backward roll to straddle correctly.
3. To perform a straddle on vault correctly.
4. To link movements together by performing a straight jump, full turn, cat leap half turn and a pivot.
5. To work in a small group to create and perform a gymnastic sequence with a theme.

Outcome/composite

To create and perform a sequence with a theme.

PSHE

Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.

INTENT



Being Me

In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people’s feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals

Celebrating Difference

In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.

Outcome/composite

Children write about themselves and their long & short term goals to reflect on at the end of the year.

Music

Children will have studied maps in their previous Geography lessons and developed team skills through different games in PE

INTENT

To create a performance for an audience.

Sequence of lessons:

1. To sing the song.
2. To sing the song and play instrumental parts within the song.
3. To sing the song and improvise using voices and/or instruments within a song.
4. To sing the song and perform compositions(s) within the song.
5. To develop composition ready for a performance.

Outcome/composite

Final performance.

INTENT

Children learn to play the Glockenspiel for a performance.

Sequence of lessons:

1. ChildrenListen to the model song and answer questions.
2. Children recap their knowledge of glockenspiels, recapping the notes and playing in time with each other and the teacher.
3. Children will learn the notes to the song and practise playing the correct notes in time with the song.
4. Children will learn the notes to the song and practise playing the correct notes in time with the song.
5. Children will learn the notes to the song and practise playing the correct notes in time with the song.
6. Performance- children perform in groups and with the class.

Outcome/composite

Final performance.



Celebrating our Cornish Heritage.

Exploring Celtic Patterns in Art.

