


<p><b>Topic Name – Artists</b></p> <p><b>Disposition Developing Creativity:</b> Appreciating Beauty</p>		<p><b>Year Group - Year 4 Summer 1</b></p> <p><b>Topic Purpose Question:</b> Can you change the world with a paintbrush, a thought, or an idea?</p>	<p><b>Curriculum Coverage: Art</b></p> <p><b>Topic Purpose</b> – to engage, inspire and challenge pupils by equipping them with the knowledge and skills to experiment, invent and create their own works of art, crafts and design. As the topic progresses, they should be able to think critically and develop a more rigorous understanding of art and design.</p>	<p><b>Class Novel: Framed</b></p> <p><b>Purpose-</b> Reading a novel by a modern day author, which will extend and broaden vocabulary around the topic as well as embracing the genre of crime</p>
<p><u><b>Links to previous topics.</b></u></p> <p><u><b>Links to future topics.</b></u></p> <p>Year 6 A child war (through novel study)</p>	<p><b>Science</b></p> <p><b>Electricity</b></p> <p>Pupils should construct simple circuits, trying different components such as bulbs, buzzers and motors and including switches, and use their circuits to create simple devices. Pupils should draw the circuits as a pictorial representation, not necessary using conventional circuit symbols at this stage.</p> <p>Pupils should be taught about precautions for working safely with electricity.</p> <p>Pupils might work scientifically by observing patterns, for example the bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p>			<p><b>Geography</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Activity: Exploring Paris.</p> <p><b>Purpose Questions:</b> How many galleries are there in Paris? Why do you think they are placed where they are? Are they all the same or different? Which gallery would you prefer to visit and why?</p>
<p><u><b>Engage Stage/Memorable Experience</b></u></p> <p><b>Art Gallery Visit – Walsall Art Gallery</b> – take a tour around the art and have a</p> <p><b>Visit Purpose:</b> Engage in conversations about work seen, discussing artistic features such as composition, colour, form and meaning. Use the signage and explanations to find out information about the artworks.</p> <p>.</p>	<p>Identify common appliances that run on electricity.</p> <p><b>Purpose Question:</b> Love to Investigate – How do plugs work?</p> <p>Construct a simple series of electrical circuits, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p><b>Purpose Question:</b> Love to Investigate – What conducts electricity?</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not a lamp is part of a complete loop with a battery.</p> <p><b>Purpose Question:</b> Love to Investigate – Can you make a circuit from play dough?</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p><b>Purpose Question:</b> Love to Investigate – Can you make a circuit from play dough?</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Purpose Question:</b> Love to Investigate – How do plugs work?</p> <p><b>Purpose Question:</b> Love to Investigate – What conducts electricity?</p> <p>Key Vocabulary: appliance, electricity, electrical, circuit, cells, wires, bulbs, switch, buzzers, series, complete, battery, conductors, insulators, motor, symbol</p>			<p><b>Computing</b></p> <p><b>Creating media – Photo editing</b></p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To recognise that digital images can be manipulated</p> <p>To recognise that digital images can be changed for different purposes</p> <p>To choose the most appropriate tool for a particular purpose</p> <p>To consider the impact of changes made on the quality of the image</p> <p>Key Vocabulary: Image, edit, digital, crop, rotate, image, adjustments, effects, colours, hue, saturation, sepia, vignette, background, foreground.</p>
<p><b>Art</b></p> <p><b>Painting</b></p> <p>Teach about a range of great artists, architects and designers in history.</p> <p>Activity: Explore a range of impressionist, expressionist and surrealist artists. Looking at their technique, different art work and what impression the art work gives to the person looking at the art. Compare and contrast the different styles.</p> <p>To improve their mastery of art and design techniques, including <b>drawing, painting</b> and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Activity: To draw and paint in the style of an art area.</p> <p>See Art Skills Progression map for more information.</p> <p>Key Vocabulary:</p>		<p><b>PE</b></p> <p><b>Swimming – Teacher Led</b></p> <p>To become competent, confident and proficient swimmer over a distance of at least 25 metres.</p> <p>To practise a range of strokes effectively.</p> <p>To perform safe self-rescue in different water-based solutions.</p> <p><b>Athletics – Sports Coach Led</b></p> <p>Javelin – correct throwing technique from a 3 steps walk through.</p> <p>Shotput – to be able to throw accurately and consistently using the shotput, improving distance over time.</p> <p>Discus – be able to use the correct standing technique to throw the discus.</p> <p>Standing Long Jump – using the stronger foot jump one foot onto two feet.</p> <p>Standing Triple Jump – technique of hop step, jump.</p> <p>Running – correct technique to sprint and competing in races.</p>		<p><b>PSHE</b></p> <p><b>Relationships</b></p> <p>Jealousy</p> <p>Love and Loss</p> <p>Celebrating My Relationship with People and Animals</p> <p><b>MFL – Spanish</b></p> <p><b>Planning by Language Angels.</b></p> <p>Unit: In the classroom</p> <p><b>RE</b></p> <p>Theme: The 8-fold path</p> <p><b>Key Question:</b> What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism</p> <p>Disposition:</p> <p>Being thankful</p> 