

Key Vocabulary:

Impressionists

Surrealists

Cubism

Style

Crafting methods

Seals

Statues

Archaeologist

Excavation

Manuscript

Frescoes

Mosaics

Artists

Designers

Year 4 – Summer 2 - The Arts

This term we will be working as historians.

We will begin by looking at some of the world's most well recognised art works and artists. We will explore paintings by modern artists such as Banksy, a range of classic British artists such as Turner and European artists such as Salvador Dali and Leonardo da Vinci.

We will look at artefacts and jewellery of the ancient civilisation-The Indus Valley. We will look at the frescoes and mosaics of Roman times and the wonderful illuminated manuscripts of Anglo-Saxon times, especially the Lindisfarne Gospels.

We will replicate some of the techniques used by notable artists, artisans and designers and create original pieces that are influenced by studies of others.



Texts we will be reading:

Katie and the Sunflower-
Vincent Van Gough

Katie and the Mona Lisa-
Leonardo Davinci

Katie's picture show-focus
on Henri Rousseau

Katie and the British
artists-Constable and
Turner

Camile and the
Sunflowers

ENGLISH

We will be continuing our work on writing fantastic setting and character descriptions. With this knowledge, we will then write an exciting portal story based on our art learning so far.

In English we will be learning to:

Write effective and imaginative setting and character descriptions

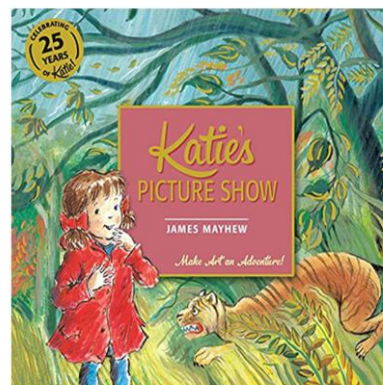
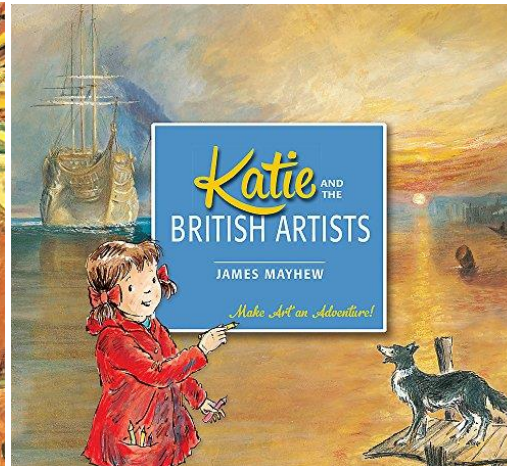
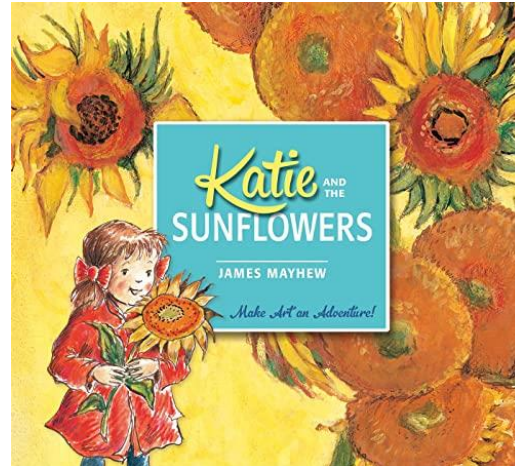
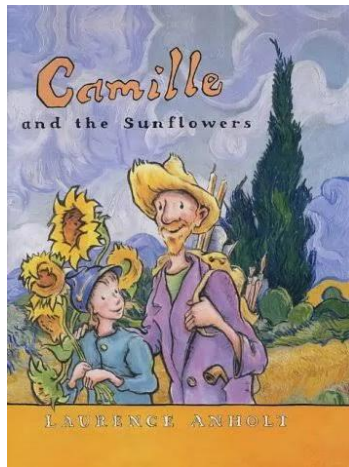
Analyse and create play scripts, from which we will perform our own play based on the Katie Stories.

For each piece of English work, the children will identify features for each text type, plan, write, edit and redraft the work. Children's work will be written for display, using their best presentation of work when time allows.

In our Grammar lessons the children will be continuing to learn and reinforce about:

- How to vary sentence starters using fronted adverbials
- Inverted commas - are used to show where dialogue begins and ends .
- Using reported speech
- apostrophes for plural possession - is used to show that something belongs to something or someone else.
- apostrophe for contraction - a shortened form of two words put together.
- Continue to study a variety of prefixes, groups of letters that change the meaning of a word when they are added to the beginning of a root word.
- Determiners - such as a, , the, etc, that show the quantity of the noun being discussed

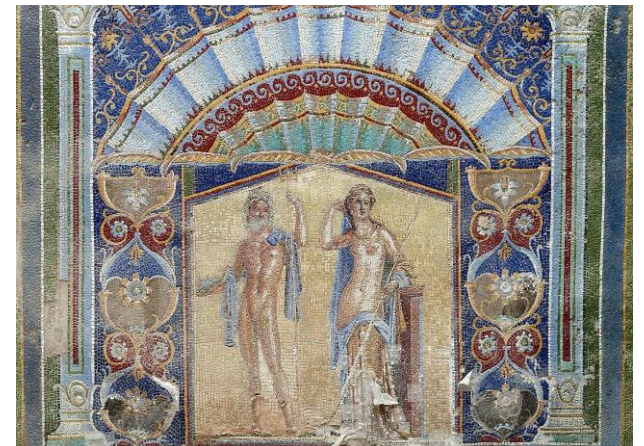
For reading we will be studying the following books, where we will focus on vocabulary, words used in the correct context and the other VIPERS that empower the children to understand text thoroughly. We will continue to read *Rooftoppers* as our class novel.



History

In History I will learn: Study the development of the arts throughout British history, looking at:

We will study the development of some of the arts through British History and will look at the achievements of the earliest civilization of The Indus Valley society exploring their artefacts and Jewellery. As we continue over time we will delve into the Roman Frescos and Mosaics, which can still be seen today around Britain and the World. We will look at how mosaics were made and investigate who might have mosaics in their houses. This topic will allow children to explore into historical sources such as The Lindisfarne Gospels which have been acclaimed as the most spectacular manuscript to survive from Anglo-Saxon England. We will investigate why illuminated manuscripts were seen as precious. It is a copy of the four Gospels, the biblical books recounting the life of Christ. The children will then go onto to learn about the modern artists such as: Joseph Turner who was England's greatest watercolour landscape painters; Banksy, a contemporary British street artist and activist who has remained anonymous; Salvador Dalí was a famous Spanish artist. He created paintings, sculptures and films based on dream and Leonardo Da Vinci and his most famous painting The Mona Lisa.



Working as historians, at the end of this topic we will know:

Sculpture was a major art media in the Indus Valley.

Sculptures were made of stone, metal and terracotta.

The Indus people made jewellery from gold and agate. (A coloured mineral stone)

Much of the art and sculpture from this time were of gods and goddesses.

We will know that Romans used cubes of stone called tesserae to create mosaics.

These mosaics exhibited different scenes of history and everyday Roman life.

They were often used on floors for decoration, the wealthier you were, the more mosaics were owned, and the better they would be.

Just 1m² of floor could take 10,000 pieces of tesserae.

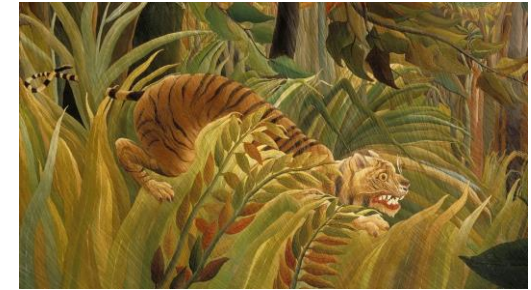
After studying Lindisfarne scripts we will understand they were seen as precious works of art.

These illuminated manuscripts were used in churches.

They were called illuminated because the letters and pictures were often decorated with gold and silver leaf.



ART AND DT



In art

After studying Europe last half term, the children will research a European artist and copy their work during an art lesson. These may include artists such as Monet, Salvador Dali, Jean Miro and Leonardo Da Vinci. Looking at ancient art, we will observe and recreate jewellery from the Indus Valley, Roman mosaics and illuminated writing from Anglo Saxon England.

To know where and when the Indus Valley civilisation existed. We will investigate what artefacts during this period of time tells us about how people lived, explore the different types of art and what materials were used.

For more modern art, we will study the works and influence of Turner and Banksy. We will make comparisons of art through history to modern day. We will endeavour to understand how different periods in history influenced the style of art produced and know the names of some famous artists through history that have had a significant impact. We will comment on famous artworks using visual language, Comment on famous artworks using visual language, take inspiration from the greats, and replicate some of the techniques used, create an original piece that is influenced by studies of others, use clay and other mouldable materials, add materials to provide interesting

detail and ensure work is precise. We will use coiling, overlapping, tessellation, mosaic and montage. We will create an original piece that is influenced by studies of others and replicate some of the techniques used by notable artists, artisans and designers.

We will use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. We will use watercolour paint to produce washes for backgrounds then add detail

We will sketch lightly with no need for a rubber, sketching observations from real life, exploring tonal colours and create a mood.



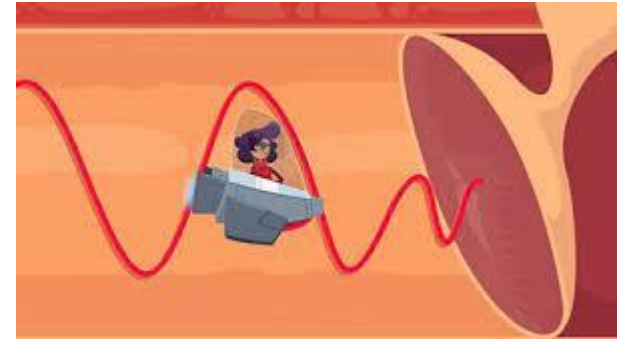
What we will know?

We will know that mosaics were made by tessellating small square blocks called tesserae. That an illuminated manuscript is a formally prepared document where the text is often supplemented with flourishes such as borders and miniature illustrations. From our study of artists, that Joseph Turner was an English artist famous for painting landscapes, Banksy is a pseudonymous England-based street artist, The Renaissance period was 1495 to 1527, Michelangelo was a renaissance artist famous for painting the ceiling of the Sistine Chapel in Italy and that Leonardo Da Vinci was a Renaissance artist famous for painting the Mona Lisa.

We will also know that the Impressionists were around between 1870 to 1900 and that Monet and Manet were famous Impressionist artists. For more modern art, Pop Art was very influential from 1956 to 1969 and that Andy Warhol is a famous Pop artist known for painting a can of soup. Contemporary art since 1978 - is the art made today, and presently Banksy is a famous, but anonymous, British graffiti artist who is often in the news.

SCIENCE

Sound



The children will learn how:

- To identify how sounds are made, associating some of them with something vibrating
- To find patterns between the volume of a sound and the strength of the vibrations that produced it.
- To recognise that vibrations from sounds travel through a medium to the ear.
- I can explain how different sounds travel.
- To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created.
- To find patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change pitch.

At the end of the unit I will know:

- I can explore ways to change the pitch of a sound.
- To recognise that sounds get fainter as the distance from the sound source increases, by exploring how sounds change over distance.
- To recognise that vibrations from sounds travel through a medium to the ear, by making string telephones.
- I can investigate ways to absorb sound.
- To recognise that vibrations from sounds travel through a medium to the ear, by making a musical instrument and explaining how it works.
- To find patterns between the pitch of a sound and features of the object that produced it, by making a musical instrument and explaining how it works.
- I can make a musical instrument to play different sounds.

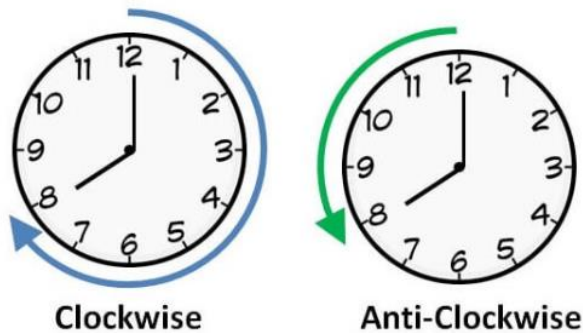
MATHS

This term the children will learn.

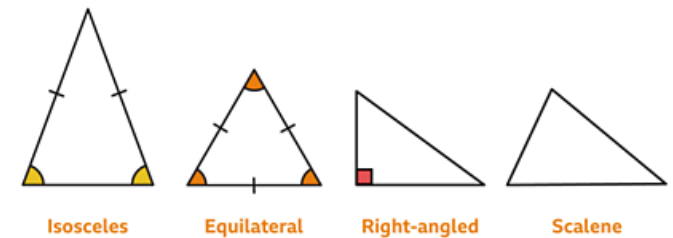
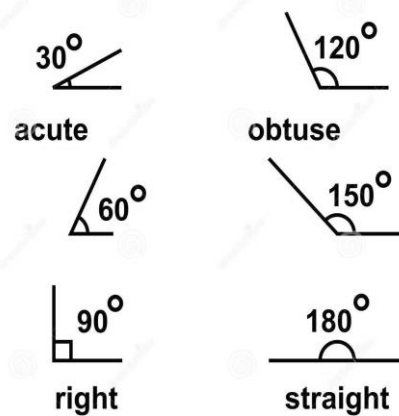
Children recognise angles as a measure of a turn. They practice making $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and whole turns from different starting points in both clockwise and anti-clockwise directions. They will identify whether an angle is greater than or less than a right angle in shapes and turns, by measuring, comparing and looking at obtuse and acute angles. They will describe and draw 2-D shapes accurately using properties including types of angles, lines, symmetry and lengths of sides to describe the shape. They will go to classifying triangles for the first time using the names 'isosceles', 'scalene' and 'equilateral'. Children use their knowledge of symmetry to complete 2-D shapes and patterns.

Children are introduced to coordinates for the first time and they will describe positions in the first quadrant. They will go onto describing the movement of shapes and points on a coordinate grid using specific language.

Clockwise and Anti-Clockwise



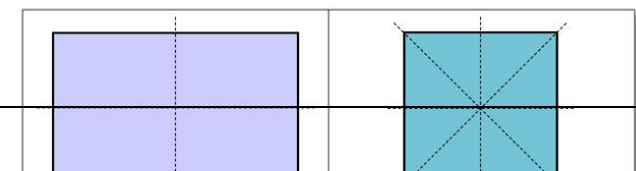
Angles



At the end of the term I will know how to use

Lines of Symmetry in Quadrilaterals

MATH
MONKS



To identify right angles

To recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn

To identify whether angles are greater than or less than a right angle.

To identify acute and obtuse angles

To compare and order angles up to two right angles by size.

To recognise and describe 2-D shapes.

To compare and classify triangles, based on their properties and sizes.

To compare and classify quadrilaterals, based on their properties and sizes.

To identify horizontal and vertical lines

To identify lines of symmetry

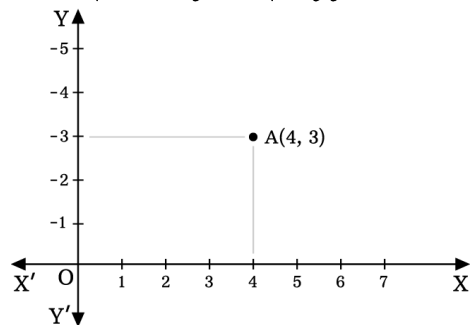
To complete a simple symmetric figure

To describe positions on a 2-D grid as coordinates in the first quadrant.

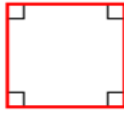


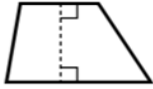

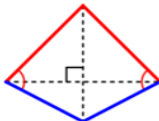
To describe movements between positions as translations of a given unit to the left/right and up/down.

To Plot specified points

To draw sides to complete a given polygon.



PSHE

Quadrilaterals		
		
square All sides equal All angles 90°	rectangle Opposite sides equal All angles 90°	parallelogram Opposite sides equal and parallel
		
trapezoid (US) trapezium (UK) Two sides parallel	rhombus All sides equal Opposite sides parallel	kite Adjacent pairs of sides equal

The children will learn to:

Understand that Changes that happen at puberty. Also, why keeping good hygiene is necessary. They will be able to describe intensity of feelings to others and manage complex emotions. Continuing from last term, they will explore their understanding of different types of relationships and what makes a healthy relationship (friendship) and how to maintain positive relationships. In this term they will look at who is responsible for their health and wellbeing and how to ask for advice

At the end of the topic I will know: How do we grow and change?

I will be able:

To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

To know about the physical and emotional changes that happen when approaching and during puberty

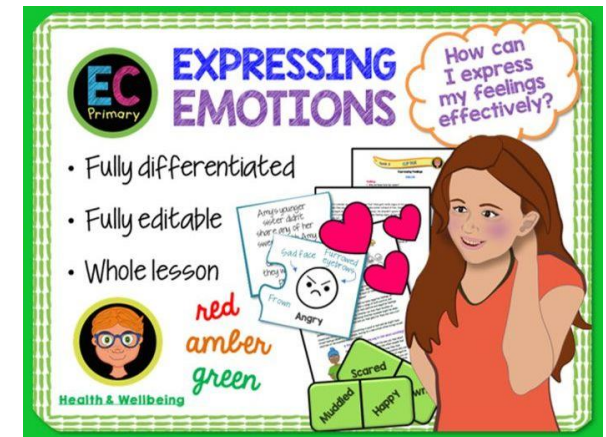
To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

To know about the processes of reproduction and birth as part of the human life cycle;

To know about where to get more information, help and advice about growing and changing, especially about puberty.

To know about the new opportunities and responsibilities that increasing independence may bring.

To know the strategies to manage transitions between classes and key stages.



This term the children will continue to learn about Judaism and their place of worship.

We will learn:

About the Synagogue and how they are central to Jewish community life. We will learn that the essentially, synagogues have a threefold purpose: as places to study, to meet and to worship and know the three Hebrew terms are used to describe the different functions of the synagogue: Bet Midrash (a house of study), Bet Knesset (a house of meeting) and Bet Tefillah (a house of prayer). In addition we will learn about the Jewish children attending classes at the synagogue, to learn about the Jewish religion and to study Hebrew. We will look at the hall which is designed it faces the holy city of Jerusalem. We will look at the Aron Hakodesh (Holy Ark) - a large cupboard at the front containing the Torah scrolls, the bimah (in Orthodox synagogues) - a raised platform from which the scroll is read and the ner tamid ('eternal light', symbol of the eternal presence of God) - hanging from the ceiling. We will learn that the Rabbi is not a priest, but an authorised teacher, well-versed in Jewish law and religion. The rabbi often leads prayers and readings during services, and he or she will also preach the sermon.



At the end of the topic we will:

To reflect on places that are special to them and the reasons why they are special

The function and significance of the synagogue and to develop understanding of the main features of synagogues and their significance

To develop understanding of key differences between Orthodox and Progressive/Liberal/Reform Jews

To develop their understanding of the threefold purpose of the synagogue as a place for study, meeting and prayer.

To develop understanding of the importance of Shabbat

To develop understanding of what happens during the Shabbat service in the synagogue

To reflect on the sense of community and belonging gained through clubs and school

COMPUTING

This terms topic is

The children will learn to:

- To understand and identify examples of HTML tags.
- To understand what changing the HTML and CSS does to alter the appearance of an object on the web.
- To understand that copyright means that those images are protected and to understand that we should do a “creative commons” image search if we wish to use images from the internet.
- To know what “fake news” is and ways to spot websites that carry this type of misinformation.
- To know what the “inspect” elements tool is and ways of using it to explore and alter text and images

At the end of the topic I will:

Add text between the heading and paragraph tags.

Easily activate the goggles to investigate a web page.

Explain how they altered the HTML to create their own posters.

Change the colours and sizes of their object elements. Explain how they created their story.

Adapt the basic elements of a story within a web page using the ‘Inspect Elements’ tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage

HTML

Code (verb)	To write in programming language (code).
Content	All information and media contained in something, for example a webpage.
Copyright	The law which protects other people's work from being copied or used without permission.
CSS	Cascading Style Sheets are used to layout documents and webpages, written in a markup language such as HTML.
Hacker	Someone who writes malicious software to gain unauthorised access or steal data without permission.
Hex code	Hexadecimal numbering system code, which deals with a combination of 16 characters and digits to represent numbers.
HTML	Hypertext Markup Language used in the creation of electronic pages that can be viewed on the WWW.
Internet browser	Allows you to conduct a search on the WWW, for information and media.
Permission	When someone has given you the right to do something.
Script	A list of computer commands written in a particular programming language.
URL	Uniform Resource Locators are used to identify the address of a WWW page.
Web page	A hypertext page that can be viewed through an internet browser.

HTML tags:

<head></head>	Title of the website window or tab
<body></body>	Main content within the website
 	Start and end of an ordered list (ol); list item (li)
	An image
 	A line break, space between two lines of content

Key facts

HTML code:

```
<html>
<head>Header - Kapow Primary! Children's Jokes</head>
<body>
  <p>Kapow Primary! Children's Jokes</p>
  <p>1. Why did the teddy bear say no to ice-cream?</p>
  <p>Because he was stuffed</p>
  <p>2. Why did the pupil eat her homework?</p>
  <p>Because the teacher said "It was a piece of cake"</p>
  <p>3. Why did the boy run around his bed?</p>
  <p>To chase his dreams!</p>
  
</body>
</html>
```

CSS code:

```
<style>
body {
  background-color: 'FFFFFF'
  font-family: 'Kalam'
  font-size: 9px
  font-color: '000000'
}
</style>
```

Finished website:

Y4 PE Knowledge Organiser—Rounders Skills

Key Knowledge

Learn these key facts—key points in red

Bowling

An underarm action is needed from box to box. The ball must NOT bounce between bowler and batter. You can step into the bowl (as long as you stay in the box) to generate more power. The ball must reach the front of the batting square above the batters knees but below their head.

Striking / Batting

Stand sideways on to the bowler

Keep your batting arm at a right angle

As you take your weight onto your back leg, bend your back knee straightening your front leg

Keep your eye on the ball at all times

As you bring your arm forwards to contact the ball transfer your body weight onto the front leg

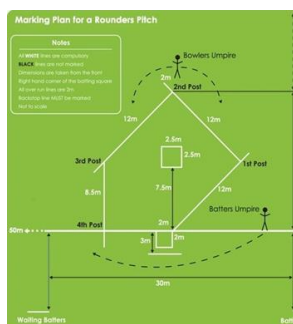
Direct the ball and follow through where you want the ball to go

Fielding and Batting

Fielders on posts must stay on the inside of them. Batters must run around the outside of each post,



Pitch



Key Vocabulary

Understand these key words

Word	Definition
Bowl	Stopping a moving object without it touching the group and keeping hold of it.
Squares	Batter and Bowling areas.
Fielders	Team trying to stop the batters scoring
Posts	At the corners of the pitch for batters to run around and fielders to stump
Stump	Fielders need to touch the ball against the post to get batters out.
Underarm Throw	Used to propel an object over a short distance accurately
Overarm Throw	Used when propelling an object for distance and/or speed
Innings	The whole team bats.
Rounder	Batters runs all the way around all 4 posts in one go.
No-Ball	Ball is bowled below the knee or above the head of the batter. The bowler steps out of
Wide	Ball is bowled wider than the batting square

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This terms focus is rounders.

The children will be taught to:

To be able to catch using correct technique

To be able to throw under arm and over arm

To be able to bat using correct technique

To understand how to field correctly

To take part in a competitive game

At the end of the unit they will know:

How to play an effective and fun game of rounders, showing respect, humility, discipline and teamwork.