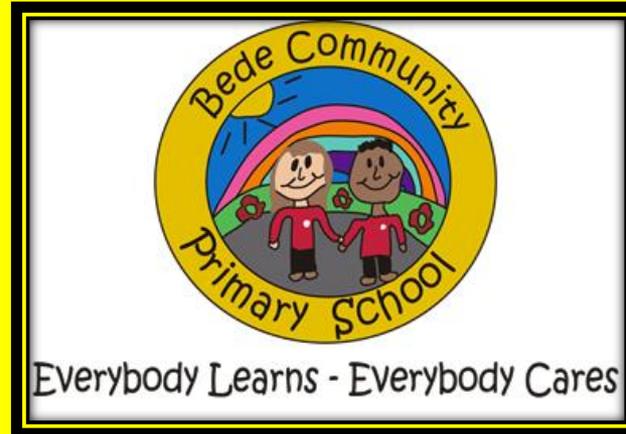


# Bede Community Primary School Creative Curriculum

## Class 4 Termly Overviews



## Autumn 1: Invasion!

This topic builds upon understanding from Y3. Scale a timeline to move on from the Romans: who came after them? Children should know that the Vikings followed, before a Saxon invasion and attempts to invade from Scotland. The topic draws a focus on Saxon life, including where they lived, how they lived and even what they wore.

Children will explore art through different mediums, such as jewellery and textiles, as well as music.

The topic draws to a close by learning about one of the final Anglo Saxon kings, Edward I, who started the Westminster Abbey project.

## Autumn 2: Shine, sparkle, crackle and pop!

This topic builds upon work in Y2 themes around fireworks, linking in its main text and focus upon light in both art and science. Children will link this scientific understanding to their work in DT and produce work relevant to the time of year and which demonstrates planning skills for a more complex product.

While the making of a zoetrope can be difficult, it is the evaluation which children should start to make use of: learning how new techniques and/or tools can help them to perform tasks better. This topic is a good start for introducing the energy models in science to explain how electricity moves around a circuit.

## Spring 1: Who were the Maya?

Begin this topic by revisiting the timeline: children will now see how the Maya spanned from times before the Roman empire and beyond, encompassing the Saxon period too. This helps them scale the longevity of the Maya. This topic helps them to explore a new continent, with new geographical features.

Their historical learning will help them draw a contrast between the Maya, themselves and other periods learned about from history. The use of shadow theatre will bring together science, DT and music into a meaningful experience of this south American civilisation.

## Spring 2: Why is water valuable?

Water is important to everyone in so many ways. Children will explore how water varies in availability around the world, how it reaches them and why we fund charities to help some people gain better access to water. This topic opens up a philosophical enquiry about whether people should be moved closer to water, as well as opening the eyes and ears to art and music inspired by water and the effect it can have on the surrounding environment. By looking at the changes along the Tyne, our local body of water, it prepares the children from their final topic.

## Summer 1: Local Heroes

Some incredibly clever and important people have come from Tyneside. Alan Shearer is a very famous Geordie, but who was James Renforth, buried nearby? Who built the High Level Bridge, the world's first double decker river crossing? Most Gateshead residents have been to Saltwell Park: this topic reveals who William Wailes was and why he built his magnificent home. Linking back to the changes along the Tyne, the topic moves on to introduce Lord Armstrong, a man who sent many warships along the river and off to sea. His home was a marvel of its age and is still a brilliant place to visit today.

This topic links well to science too, helping children learn by finding out about the naturalist and artist Thomas Bewick. Children can also recap their knowledge of circuitry when finding out who Joseph Swan was. This topic also has a good scope for philosophical enquiry: Emily Davies, a Gateshead resident, founded Girton College. Should education be open to everyone? When should people be separated, if ever? The learning from this term will be linked back to in Y6 when children look at how the Industrial Revolution became a turning point for Tyneside.



## English links

- Check spelling lists for possible links to topic
- Reading comprehensions from key text(s)
- Write a short adventurous story based on a key text
- Write a letter to/from a main character
- Produce a poem to tell a short story
- Write instructions for making jewellery

## Maths links

- Measurements for Anglo Saxon house
- Find differences between modern times and important Saxon dates
- Find fractions of a fabric to dye

## Art & Design

- Plan and sketch Saxon-style jewellery, clasps and buckles.
- Make the above using foil
- Plan and sketch pictures of Saxon and Viking people
- Use dyes to place these pictures on fabric

## Geography

- Find out where the Anglo Saxons and Vikings came from
- Identify Saxon/Viking settlements on a map of Britain
- Find topographical features – hills – to plan an Anglo-Saxon settlement
- Understand how land use has changed over time – compare plans of farms and aerial images

## Religious Education

**Impressions of Jesus**  
*How did Jesus describe himself, what did people think about Jesus and why did some want him dead? What are my beliefs about Jesus and his purpose? Do I have any beliefs?*

## Computing

### King Alfred the Movie: How to Create a short film

Children learn about how to create good footage in order to plan, act, record and edit a short movie about King Alfred and the Cakes.

*Children require iPad or digital camera and laptop*

## History

- Learn why the Anglo Saxons came to Britain
- Discover how the Anglo Saxons lived – houses and settlements
- Find out when Scots invaded
- Learn about where the Vikings raided and Danegeld
- Know who Edward the Confessor was and when he died

## PSHE

- Health & wellbeing
- Relationships
- Living in the wider world

## PE/Outdoors

- Games

## Design Technology

- Design, make and evaluate a Saxon hut/house

## Music

- Introduce the recorder from the *Abracadabra* books – Old Woman (Song about shearing sheep)
- Compare Saxon and modern instruments

## Science

- Identify how sounds are made, knowing the link with vibrations
- Recognise that sound energy travels as vibrations from a source, through a medium, to the ear
- Find out how pitch can be changed
- Explain how sound gets fainter further from the source

## NC links

[Ar2/1.1](#)  
[Ar2/1.2](#)

[Co2/1.2](#)

[DT2/1.1b](#)  
[DT2/1.2b](#)  
[DT2/1.3a](#)  
[DT2/1.3b](#)

[Ge2/1.1b](#)  
[Ge2/1.3b](#)

[Hi2/1.3](#)  
[Hi2/1.4](#)

[Mu2/1.1](#)  
[Mu2/1.6](#)

[Pe2/1.1](#)

[Sci4/4.1](#)

## MFL

- Delivered by peripatetic teacher

### Key Text (s)

*Anglo Saxon Boy* - Tony Bradman

*Beowulf* - Michael Morpurgo

*Wolf Girl* – Theresa Thomlinson

### Enrichment Opportunities

Visit Bede's World

Find musical instruments which could be shown

Invite a musician into school

Invite a weaver into school

Visit Lindisfarne



**English links**

- Describe the motion and effect of light as it moves
- Produce instructions for making a zoetrope
- Write a report about making an electrical circuit with appropriate vocabulary
- Write poems based upon light and patterns

**Maths links**

- Collect data on conductive and insulating materials
- Use a luxmeter to take readings of light strength and collect data

**Art & Design**

- Produce paintings which show the effect of light
- Use art apps to experiment with colour accents
- Produce patterns based on snowflakes and lightning strikes

**Computing**

**Scratch, Crackle, Pop:**

Creating games with block coding in Scratch

Children further develop their knowledge of Scratch and learn to: animate sprites, create simple AI programs and debug problems in their own games.

*Children require Chromebooks or laptops*

**Design Technology**

- Design, make and evaluate a zoetrope
- Design, make and evaluate a Christmas decoration using electrical circuits and mirrors

**NC links**

[Ar2/1.2](#)

[Co2/1.2](#)

[Co2/1.3](#)

[DT2/1.1a](#)

[DT2/1.4a](#)

[DT2/1.4c](#)

[Mu2/1.2](#)

[Pe2/1.1](#)

[Sci3/4.1](#)

[Sci4/4.2](#)

**Geography**

- This topic does not readily link to aspects of geography. If the class teacher finds a link, then develop it!

**History**

- This topic does not readily link to aspects of history. If the class teacher finds a link, then develop it!

**Music**

- Compose and perform a melody to accompany the movement of the zoetrope

**Religious Education**

**Hinduism**

*What are the significant meanings within the story of Rama and Sita?*

*What are the most important customs during Diwali?*

**Christmas**

*What is the most important part of nativity story?*

**PSHE**

- Health & wellbeing
- Relationships
- Living in the wider world

**PE/Outdoors**

- Games
- Gymnastics/Dance

**Science**

- Recognise need light to see things; dark is absence of light
- Light can be reflected
- Construct simple circuit
- Common conductors (metals) & insulators

**MFL**

- Delivered by peripatetic teacher

**Key Text (s)**

*The Firework Maker's Daughter- Tony Bradman*

**Enrichment Opportunities**

Centre for Life workshops

Invite an artist into school

Visit an art gallery



## English links

- Write a folktale to explain how something came to be
- Write a script for a Maya shadow puppet show

## Maths links

- Make nets for cuboids to make a step pyramid
- Calculate distances between South American capital cities
- Record shadow length data

## Art & Design

- Combine materials to make a Maya paper mache mosaic mask

## Computing

### Mayan Makers: Creating a 3D City using MinecraftEDU

Children will plan and create their own Mayan city. They will record algorithms for their creations and look at the rules and respect we need to have when working together online.

*Children require laptops*

## Design Technology

- Create a shadow puppet theatre to tell an ancient Maya story

## NC links

[Ar2/1.2](#)

[Co2/1.2](#)

[Co2/1.3](#)

[DT2/1.1a](#)

[DT2/1.2b](#)

[Ge2/1.1c](#)

[Ge2/1.2a](#)

[Ge2/1.3a](#)

[Ge2/1.4a](#)

[Hi2/2.5](#)

[Mu2/1.2](#)

[Pe2/1.1](#)

[Sci3/4.1](#)

## Geography

- Identify hemispheres of the globe
- Focus on the biome of the Amazon
- Contrast the Amazon with the UK
- Locate countries and features of South America on a map

## History

- Produce a timeline showing Maya events in BC, leading to Saxon events in AD
- Explain what was important to the Maya – beliefs and customs
- Explain how the Maya lived and if rich/poor people had different lives
- Retell the story of the Chocolate Tree using shadow puppets made in DT work

## Music

- Compose a simple score to follow the story told through shadow theatre

## Religious Education Passover- Judaism

*How important is it for Jewish people to do what God asks them to do?*

## PSHE

- Health & wellbeing
- Relationships
- Living in the wider world

## PE/Outdoors

- Gymnastics/Dance

## Science

- Shadows (light blocked)
- Patterns in size of shadow

## MFL

- Delivered by peripatetic teacher

### Key Text (s)

*The Chocolate Tree- Mayan Folktale*

### Enrichment Opportunities

Google Expeditions trip

Sage Gateshead Gamelan – shadowplay composition



## English links

- Write a fact file about the narwhal
- Produce a poem based upon silent sounds (link to deaf character)

## Maths links

- Collect rainwater to measure levels and interpret data
- Calculate temperature differences when heating/cooling

## Art & Design

- Study paintings by Monet based upon water
- Use watercolours to create different effects of water
- Produce a painting to link to music listened to in music

## Computing

### HTML A-hoy:

### How to Create websites in HTML

Children will learn to understand the coding language of HTML, how it is used, how it can be altered and the tags used to create their own simple web page.

*Children require Chromebooks or Laptops*

## Design Technology

- Design and build a lighthouse to protect sailors. (Link to previous electricity work for functioning light)

## NC links

[Ar2/1.2](#)

[Ar2/1.3](#)

[Co2/1.1](#)

[Co2/1.6](#)

[DT2/1.1b](#)

[DT2/1.4c](#)

[Ge2/1.4a](#)

[Mu2/1.5](#)

[Mu2/1.6](#)

[Pe2/1.1](#)

[Sci4/3.1](#)

## Geography

- Explain what the water cycle is and produce labelled diagrams
- Contrast maps of the UK with a country from a drier climate, noting differences in human settlement
- Use resources from Water Aid to discover how water is valued by different people around the world

## History

- Link to settlements along the Tyne to historic use of the river – trade, ship building and collier/coal industry

## Music

- Listen to classical music such as *Carnival of the Animals: Aquarium* and discuss imagery which it conjures up

## Religious Education Easter

*Is forgiveness always possible?*

*How does Jesus' resurrection/death and life teach people about forgiveness.*

## PSHE

- Health & wellbeing
- Relationships
- Living in the wider world

## PE/Outdoors

- Gymnastics/Dance

## Science

- Groups as solids, liquids, gases. Compare.
- Explain changed state with heating and cooling (°c)
- Role of evaporation & condensation in water cycle

## MFL

- Delivered by peripatetic teacher

### Key Text (s)

*Why The Whales Came*- Michael Morpurgo

### Enrichment Opportunities

Shipbuilding heritage at Discovery Museum

Raise money for Water Aid



## English links

- Produce a report or informative text about Gateshead's famous residents
- Write a fact file about a famous resident
- Write from the perspective of a character in the Blaydon Races painting

## Maths links

- Measure accurately to make the High Level Bridge
- Use coordinates when looking at a map or plan
- Calculation problems linked to production in Swan's factory in Benwell

## Art & Design

- Produce stained glass windows like William Wailes did
- Produce a Blaydon Races style painting, showing famous local faces from the modern era

## Computing

### Technology Blog:

Creating a blog about advances in technology

Children will learn about different technologies both old and new, about inventors and the different components of a computer which they will then present in a blog.

*Children require Chromebooks or Laptops*

## Design Technology

- Produce a scale model of the High Level Bridge

## NC links

[Ar2/1.2](#)

[Ar2/1.3](#)

[Co2/1.6](#)

[DT2/1.2a](#)

[DT2/1.3c](#)

[Ge2/1.3b](#)

[Ge2/1.4c](#)

[Hi2/2.1](#)

[Mu2/1.1](#)

[Pe2/1.1](#)

[Sci4/4.2](#)

## Geography

- What did Victorian Gateshead look like? Compare a map from the past to the modern day.
- From aerial photos, produce a labelled diagram of Saltwell Park

## History

- What did William Wailes leave behind to Gateshead?
- What was so special about the High Level Bridge? Why was it needed?
- What have James Renforth and Alan Shearer got in common?

## Music

- Learn a famous Geordie song, such as the Blaydon Races

## Religious Education

**Christianity, Islam/  
Judaism/Hinduism/  
Sikhism**

*Signs and symbols  
What are the uses  
and importance of  
different artefacts  
and symbols?*

## PSHE

- Health & wellbeing
- Living in the wider world

## PE/Outdoors

- Games
- Athletics

## Science

- Recap knowledge of circuits to discover who Joseph Swan was and why he is a local hero

## MFL

- Delivered by peripatetic teacher

### Key Text (s)

*Charlotte's Web* - E B White

### Enrichment Opportunities

Visit the Quayside for visual evidence

Visit Cragside House

Visit the Discovery Museum

Visit Jesmond Dene

Visit Saltwell Park

See Bewick's tools at Newcastle library



## English links

- Write a journal as Thomas Bewick
- Produce an advert for the product designed in DT

## Maths links

- Make a survey to gauge feedback on the product designed in DT

## Art & Design

- Produce engravings and prints in the style of Thomas Bewick
- Produce collage work based on notable Tyneside musicians

## Computing

### Local Scores:

How to research, present and record a 'biased' sports report

Children analyse and discuss sport reports using examples from the internet and look at bias in news. They then plan, present, record and evaluate their own reports.

*Children require iPads or tablets*

## Design Technology

- Design a product which will make YOU a local hero!

## NC links

[Ar2/1.2](#)  
[Ar2/1.3](#)

[Co2/1.4](#)  
[Co2/1.7](#)

[DT2/1.1a](#)  
[DT2/1.3a](#)

[Ge2/1.3b](#)

[Hi2/2.1](#)

[Mu2/1.3](#)  
[Mu2/1.5](#)

[Pe2/1.1](#)

[Sci4/2.1](#)

## Geography

- Explain how Newcastle has changed along the Tyne since Armstrong's factories closed down

## History

- Did Lord Armstrong change Tyneside in a good way or a bad way?
- What did Armstrong leave behind?
- Where was the world's first hydroelectrically powered house built?

## Music

- Listen to music by noted modern Tyneside musicians and discuss what you like/dislike about the songs or styles of music

## Religious Education

### Religions in my community

Compare religions and the traditions within them. Why are they so different? Do they follow some similarities.

## PSHE

- Health & wellbeing
- Living in the wider world

## PE/Outdoors

- Games
- Athletics

## Science

- Recognise living things can be grouped in different ways
- Explore and use keys. Identify/name variety of living things in environment
- Recognise environments change & pose dangers to living things

## MFL

- Delivered by peripatetic teacher

### Key Text (s)

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