



Curriculum Session

8.12.23

Excellence for All



1.

What is our curriculum?

2.

How do we teach the curriculum?

3.

How can you support our curriculum?

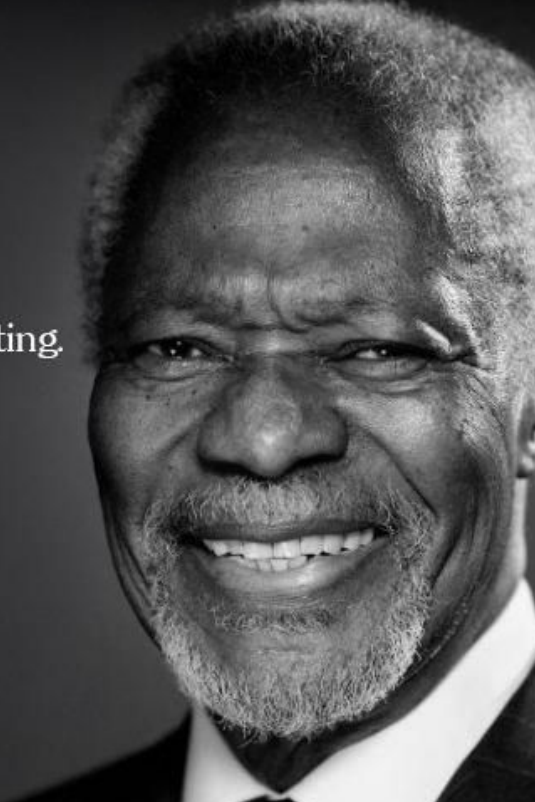
4.

Questions?

Rationale

Knowledge is power. Information is liberating.
Education is the premise of progress,
in every society, in every family.

-Kofi Annan



Excellence for All



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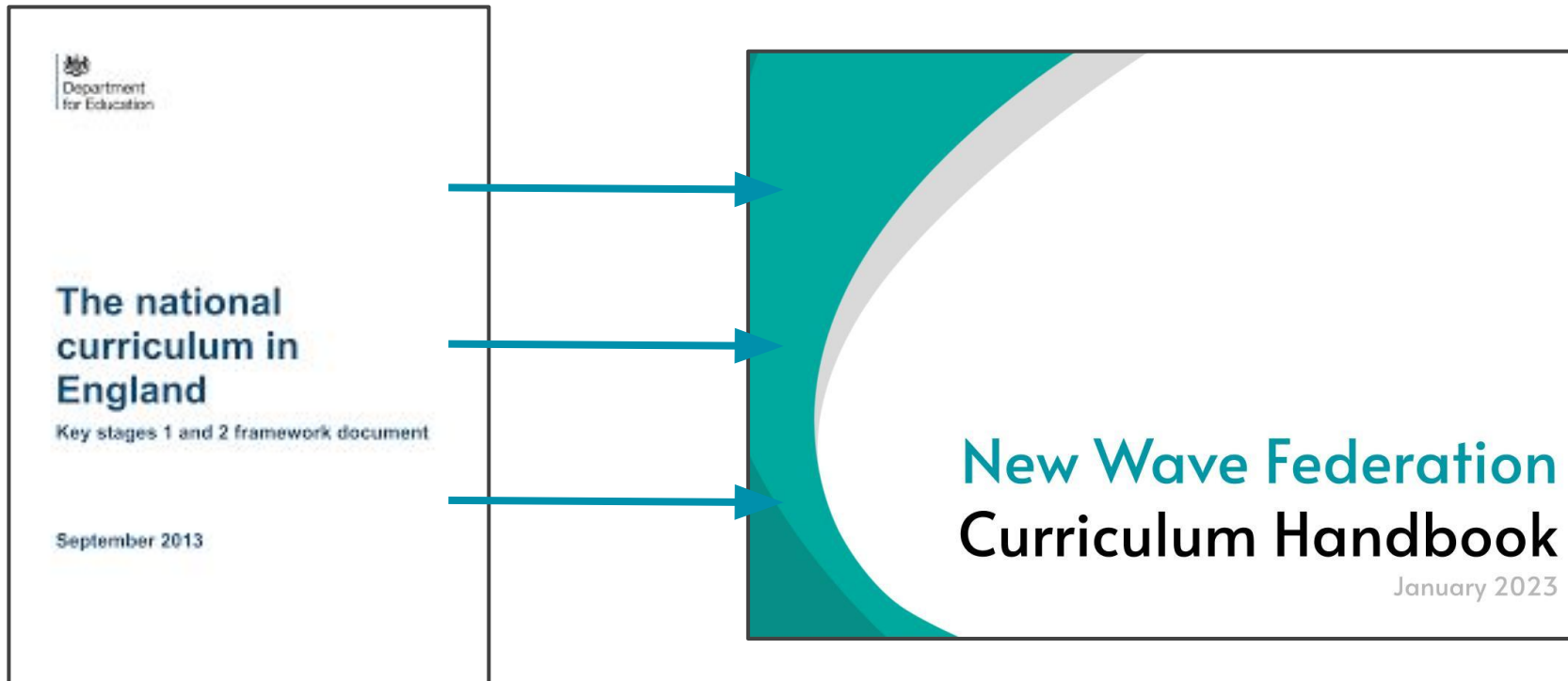
3.

How can you support our curriculum?

4.

Questions?

Our Curriculum












Our Curriculum

















































Year 1	Living History		The Great Fire of London		Monarchy	
National Curriculum (Statutory)	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		events beyond living memory that are significant nationally or globally		the lives of significant individuals in the past who have contributed to national and international achievements.	
Areas of study, including non-statutory National Curriculum	<ul style="list-style-type: none"> What history is and how we use sources to find out information about the past How timelines are used to show chronology How people who are older than us can tell us what life was like in the past Using interviews to capture people's stories How our schools have changed, including having pupils from other countries 		<ul style="list-style-type: none"> What London and fire safety was like in 1666 How the fire started and spread Using Samuel Pepys' diary as a primary source to find out details of the fire The damage and homelessness caused by the fire How London was rebuilt with fire safety in mind Comparison of London before and after the fire 		<ul style="list-style-type: none"> What the monarchy is and how succession works The ceremony of the coronation The job of parliament and how this has changed over time Charles II was the monarch during the Great Fire of London Queen Victoria was the monarch during a time of great change in Britain Queen Elizabeth II is the longest reigning monarch in Britain of all time The amount of power these monarchs had is very different 	
New Wave Themes	Society	Migration	Innovation	Leadership	Empire	Leadership
Topic Vocabulary inc. Tier 2 focus	history, artefact, interview, primary source, chronological		leather bucket, overcrowded, eyewitness, monument, record		Parliament, reign, coronation, Prime Minister, significant	

Our Curriculum















































Art & Design and Design Technology Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	DT: Transport 	Art: Autumn 	Art: Lunar New Year 	DT: Contrasting Countries 	Art: Mixing Colours 	Art: Summer DT: Starting Big School
YR	Art: Colour 	DT: Toys 	DT: Jamaica 	Art: Spring 	DT: My Local Community 	Art: Minibeasts DT: Let's Create
Y1	Art: Drawing Spirals 	DT: Preparing Fruit & Vegetables 	Art: Simple Printmaking 	DT: Sliders & Levers 	DT: Templates & Joining 	Art: Making Birds 
Y2	DT: Wheels & Axles 	Art: Explore & Draw 	DT: Free standing structures 	Art: Expressive Painting 	DT: Templates & Joining - Sewing 	Art: Be an Architect 
Y3	DT: Shell Structures 	Art: Gestural drawing with charcoal 	Art: Working with Shape & Colour 	DT: Levers & Linkages 	Art: Making animated drawing 	DT: Healthy & varied diet 
Y4	Art: Storytelling through drawing 	DT: 2D Shape to 3D product 	DT: Circuits & switches 	Art: Exploring Pattern 	Art: Festival Feasts 	DT: Pneumatics 
Y5	Art: Topography & Maps 	DT: Frame Structures 	DT: Cams 	Art: Fashion Design 	DT: Celebrating seasonality 	Art: Architecture- Dream Big or Small 
Y6	DT: Pulleys 	Art: 2D Drawing to 3D Making 	Art: Print & activism 	DT: Complex Switches 	Art: Brave Colour 	DT: Combing Fabric Shapes 

Our Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Transport 	Christmas 	Winter 	Life Cycles 	Mixing Colours 	Farm Animals 
YR	Colour 	Toys 	Jamaica 	Spring 	Minibeasts 	Let's Create 
Y1	Technology Around Us 	Digital Painting 	Moving a Robot 	Grouping Data 	Digital Writing 	Programming Animations 
Y2	IT Around Us 	Digital Photography 	Robot Algorithms 	Pictograms 	Digital Music 	Programming Quizzes 
Y3	Connecting Computers 	Stop Frame Animation 	Sequencing Sounds 	Branching Databases 	Desktop Publishing 	Events & Actions in Programmes 
Y4	The Internet 	Audio Production 	Repetition in shapes 	Data Logging 	Photo Editing 	Repetition in games 
Y5	Systems & Searching 	Video Production 	Selection in Physical Computing 	Flat file Database 	Vector Drawing 	Selection in quizzes 
Y6	Communication & Collaboration 	Web Page Creation 	Variables in Games 	Introduction to Spreadsheets 	3D Modelling 	Sensing Movement 

Our Curriculum








































	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Geography: Transport 	History: Christmas 	Lunar New Year 	Contrasting Countries 	History: Holi 	Seasons: Summer History: Starting Big School
YR	History: All About Me 	Geography: My School History: Toys 	Geography: Jamaica History: Homes	Geography: Burkina Faso 	Geography: My Local Community 	History: Super Duper Me 
Y1	Geography: Map It! 	History: Living Past 	Geography: England 	History: The Great Fire of London 	Geography: The United Kingdom 	History: Monarchy 
Y2	Geography: Map It! 	History: Hackney's History 	Geography: Hackney & Alexandria 	History: Marvellous Medics 	Geography: Weather 	History: The Victorians 
Y3	Geography: Map It! 	History: Stone Age to Iron Age 	Geography: Settlements 	History: Ancient Egypt 	Geography: Rivers 	History: Ancient Civilizations 
Y4	Geography: Map It! 	History: The Romans 	Geography: Tectonic Plates 	History: Anglo Saxons 	Geography: North & South America 	History: Leisure & Entertainment 
Y5	Geography: Map It! 	History: The Vikings 	Geography: Our Natural Planet 	History: The Greeks 	Geography: Trade 	History: Islamic Civilizations 
Y6	Geography: Map It! 	History: Benin 	Geography: What's It Like There? 	History: Building the Past 	Geography: Sharing the World 	History: British Empire 

Our Curriculum

P.S.H.E Education & Religious Education Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	PSHE: All About Me 	PSHE: People: Occupations RE: Christmas	RE: Lunar New Year 	RE: Easter 	RE: Holi 	PSHE: Starting Big School 
YR	PSHE: All About Me 	PSHE: My School Community RE: Diwali & Hanukkah	PSHE: Jamaica 	PSHE: Burkina Faso	RE: Ramadan & Eid	PSHE: Super Duper You 
Y1	PSHE: Me In My World RE: Sacred Places	PSHE: Celebrating Difference PSHE: Dreams & Goals	RE: Faith Communities 	PSHE: Healthy Me RE: Christian Beliefs	PSHE: Relationships	PSHE: Changing Me 
Y2	PSHE: Me In My World RE: Islamic Beliefs	PSHE: Celebrating Difference PSHE: Dreams & Goals	RE: Jewish Beliefs 	PSHE: Healthy Me RE: Sacred Books	PSHE: Relationships	PSHE: Changing Me 
Y3	PSHE: Me In My World RE: Hindu Beliefs	PSHE: Celebrating Difference PSHE: Dreams & Goals	RE: Beliefs about God 	PSHE: Healthy Me RE: Prayer	PSHE: Relationships	PSHE: Changing Me 
Y4	PSHE: Me In My World RE: Christianity in Britain	PSHE: Celebrating Difference PSHE: Dreams & Goals	RE: Sikh Beliefs 	PSHE: Healthy Me RE: Journey of Life	PSHE: Relationships	PSHE: Changing Me 
Y5	PSHE: Me In My World RE: Islam in Britain	PSHE: Celebrating Difference PSHE: Dreams & Goals	RE: Celebrations & Festivals 	PSHE: Healthy Me RE: Morals & Values	PSHE: Relationships	PSHE: Changing Me 
Y6	PSHE: Me In My World RE: Worship	PSHE: Celebrating Difference PSHE: Dreams & Goals	RE: Expressing Beliefs 	PSHE: Healthy Me RE: Commitment in Religious Beliefs	PSHE: Relationships	PSHE: Changing Me 

Our Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Transport 	Autumn 	Winter 	Life Cycles 	Growing Things 	Summer 
YR	All About Me 	Toys 	Homes 	Spring 	Minibeasts 	Super Duper You 
Y1	Everyday Materials 	Animals & The Human Body 		Plants 	Seasonal Changes 	
Y2	Living Things & Their Habitats 	Uses of Everyday Materials 		Growing Plants 	Animals Including Humans 	
Y3	Light 	Forces & Magnets 	Rocks 	Plants & their Life Cycles 	Healthy Bodies 	
Y4	States of Matter 	Sound 	Electricity 	Identification & Classification 	Digestion & Food Chains 	
Y5	Properties and Changes of Materials 	Forces 		Earth and Space 	Plant and Animal Life Cycles 	The Human Life Cycle
Y6	Classification 	Electricity 	Light 	Evolution & Inheritance 	The Circulatory System 	

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The Medium Term Plan

1.

Teacher Overview



The Viking age in European history was from about AD700 to 1100. During this period many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. When the people of Britain first saw the Viking longboats they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground. The people of Britain called the invaders 'Danes', but they came from Norway and Sweden as well as Denmark.

The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. But not all the Vikings were bloodthirsty warriors.

Some came to fight, but others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings.

Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes.

The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery. Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books. There was food, drink, cattle, clothes and tools too – all very tempting to a Viking raider.

Vikings Overview (not all relevant) - [BBC Bitesize](#)

[What is the Danelaw?](#) - Oak Academy

Class Clips - BBC Teach - [Vikings](#)

The Jorvik Centre - [Artefacts](#)

British Museum - [Viking Resources](#)

The Jorvik Centre - [Who were the Vikings?](#)

The Medium Term Plan

Topic Overview- Year 5 Autumn Term



2.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Entry Point <p>Introduction to theme/topic and chronology</p> <p>Recap timelines and chronology of when the Romans and Anglo-Saxons left Britain and what BCE and AD mean.</p> <p>What can students recall about the Romans and Anglo-Saxons in Britain?</p> <p>Introduce the Vikings and place them on a timeline, noting that their ages overlap with the Anglo-Saxons.</p> <p>Explore that these were both invading/migrating cultures into Britain. They are a really important part of British history and their legacies directly impact us today in different ways.</p>	<p>Where did the Vikings come from?</p> <p>Using a map investigate and locate the Viking homelands; where they explored and partly settled; places, towns and areas</p> <p>Ensure the children do not confuse the modern nation states of Scandinavia with the world the Vikings lived in</p> <p>Use Digimap distance/area tools to explore Viking routes to Britain.</p>	<p>Why did the Vikings leave Scandinavia?</p> <p>Explore the causes of Viking migrations and why they eventually settled across different parts of the northern hemisphere, including the British Isles and the surrounding regions.</p> <p>Make links with previous learning (e.g Roman expansion in Europe and Britain) to develop an understanding of why people would leave their homeland.</p> <p>Digimap/ textbooks to explore Viking trading routes and areas of the globe which were settled by Vikings</p>	<p>What was Viking society like on the British Isles?</p> <p>Explore how the Vikings moved from ransacking and returning to Scandinavia to how they settled, built communities and expanded inland. Explore the concept that this is a type of empire.</p> <p>Investigate the arrival of Viking raiders to Lindisfarne in AD 793. Why was this significant? What were the Vikings trying to achieve? Investigate the event through sources. Pupils make judgments, using sources, about the raid; who the Vikings were (pagans, raiders, warriors, seafarers); why they came and how they were feared thereafter in Britain.</p> <p>Pupils use questions posed to inform source-based enquiry into Viking life and culture based on:</p> <ul style="list-style-type: none"> - family - farming - war 	<p>Knowledge Assessment</p> <p>What was life like in the British Isles when the Vikings arrived?</p> <p>Recap the chronology of this period of early modern history and the areas of the British Isles that Anglo-Saxons held, before conflict with the Vikings.</p> <p>Pupils use their prior knowledge of the Romans and Anglo-Saxons to compare life in Viking/Anglo-Saxon Britain with life in Roman Britain.</p> <p>Explore how societies in Britain changed between Roman and Viking occupation and the similarities and differences in people's daily lives.</p>	
Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<p>Why was there conflict between the Vikings and those in the British Isles?</p> <p>Pupils investigate the response of Alfred the Great, King of Wessex to the Viking threat.</p> <p>They should know that it involved the weaker Anglo-Saxons paying Danegeld to the Vikings (primarily Danes), in return for peace but after many years of struggle ended with an Anglo-Saxon victory and a restriction of Viking settlement to the north and East of England in an area called Danelaw. Students explore the to and fro of the competition for territory and status.</p>		<p>Why is 1066 a significant date?</p> <p>Pupils look at the reasons why the Vikings left Britain by exploring the events of 1066 and their ongoing significance. Review the key Anglo-Saxon figures from around this time and introduce the key Viking figures.</p> <p>Explore the key events leading up to the Norman invasion that explain the Vikings' departure from Britain.</p> <p>Children should assess the impact of 1066, its consequences, and its legacy today.</p>		<p>What is the legacy of the Vikings?</p> <p>Using a range of sources, including maps and dictionaries, pupils investigate the impact of the Vikings on English place names and the English language</p>	<p>Essay and Exit Point</p>










The Medium Term Plan

Lesson Overview- Year 5 - Autumn 2










Wk	Lesson LI	Success Criteria	Lesson 2 LI	Success Criteria
1	Entry Point	I know the definitions of BCE and AD I know how my new topic will connect to previous learning I know how migration and empire shape the Vikings topic	Where did the Vikings come from?	I know which countries the Vikings originated from I know how to use varied sources to explore Viking sea routes I know the areas of the British Isles that the Vikings initially landed
2	Why did the Vikings leave Scandinavia?	I know the causes of Viking migration I know that the Vikings settled in varied parts of Europe I know that the British Isles have been home to migrants for centuries	What was Viking society like on the British Isles?	I know that Vikings settled in the British Isles for varied reasons I know how to construct a point of view about varied aspects of Viking life on the British Isles.
3	What was Viking society like on the British Isles?	Continuation of lesson 4 - no new SC	What was life like in the British Isles when the Vikings arrived?	I know how to contrast the Vikings with those people already living on the British Isles. I know how to contrast the Vikings with people who previously settled on the British Isles.
4	Why was there conflict between the Vikings and those in the British Isles?	I know that Anglo Saxons and Vikings fought many battles. I know why the Danelaw was established and how it operated. I know the significance of Alfred the Great	Why was there conflict between the Vikings and those in the British Isles?	Continuation of lesson 7 - no new SC
5	Why is 1066 a significant date?	I know why the influence of the Vikings diminished in the British Isles I know that the Norman invasions altered life on the British Isles. I know the impact and significance of 1066 on our modern life.	Why is 1066 a significant date?	Continuation of lesson 9 - no new SC
6	What is the legacy of the Vikings?	I know the legacy of the Vikings I know why the Vikings are still considered influential on British life I know the connections between the Vikings and other historical eras.	Essay Question: Describe two features of the Viking's impact on Britain	

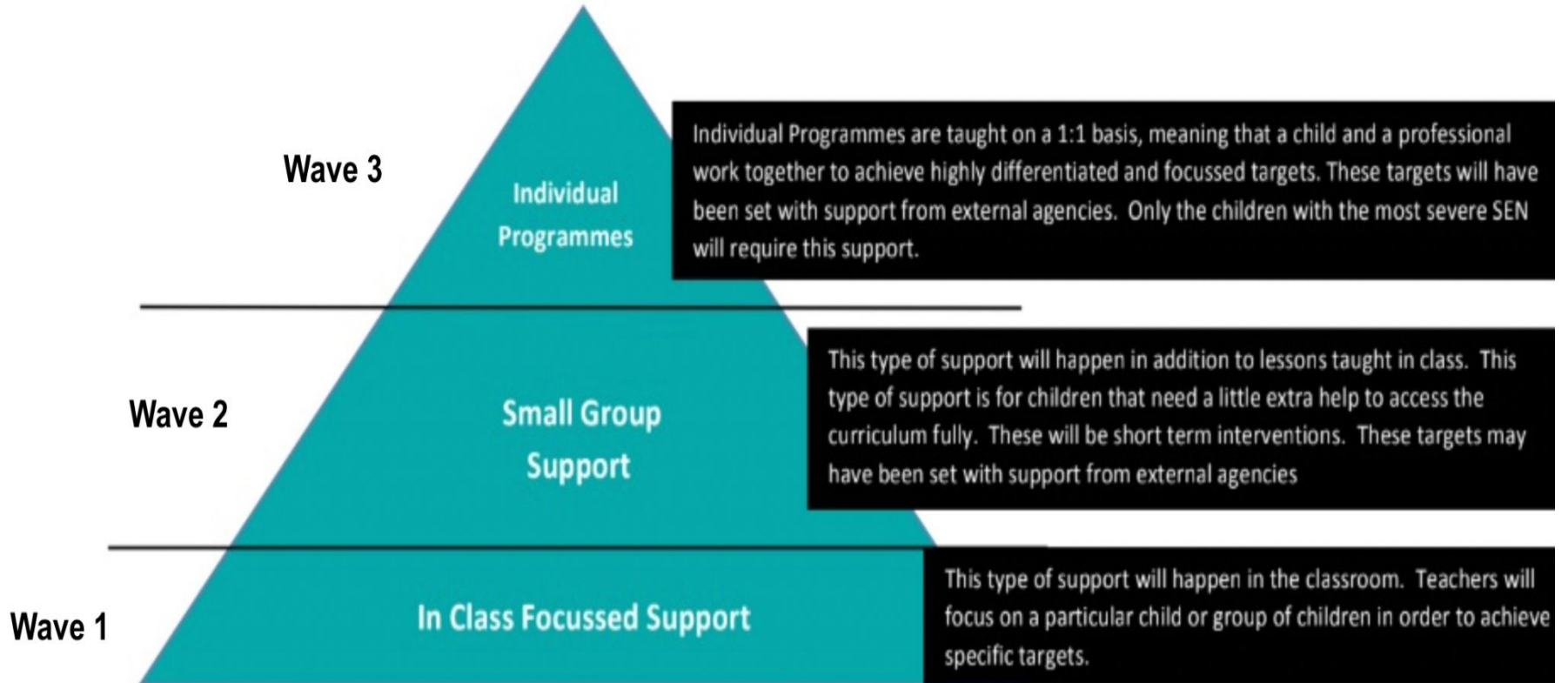
The Knowledge Organiser

Living History - Year 1 - Autumn 2	
Historical Themes	Key Vocabulary
migration Moving from one place to another.  People migrated to London to find jobs, hospitals, on transport and in the postal service.  In Reception, you learn about events that happened in the past and your own lives.	
Hackney's History - Year 2 - Autumn 2	
Historical Themes	Key Vocabulary
migration The process of moving from one place to another.  Claudiah Equiano and Joseph Jackson Fuller migrated to London after they were freed.  In Year 1 'Living History' you learnt that people migrated to London in the 1950s-70s to find jobs in hospitals, on transport and in the postal service.	
Stone Age to Iron Age - Year 3 - Autumn 2	
Historical Themes	Key Vocabulary
innovation A new idea, a new product or a new way of doing something. In Year 1, you learnt houses were built of brick after the Great Fire of London. This was a new innovation . The innovation of forming meant that people could stay in place and grow their own food.  In Year 1 'Living History' you learnt that people migrated to London in the 1950s-70s to find jobs in hospitals, on transport and in the postal service.	
The Romans - Year 4 - Autumn 2	
Historical Themes	Key Vocabulary
empire A group of countries that are controlled by one ruler for example the Roman Empire, the British Empire. In Year 3 you learnt that the Egyptian Empire was an ancient empire controlled on the Nile River and ruled by a Pharaoh. The Romans migrated across Europe to expand their Empire . The Roman Empire lasted from 700BCE to AD476. The bigger the Roman Empire got, the more soldiers it needed to pay to defend the land. It got too expensive to keep the empire under control. How this connects with previous learning You know the names and places of important continents and countries, towns and cities in Britain.	leadership The person or people who are in control of a group. In Year 3 you learnt that The Pharaohs of Ancient Egypt were leaders of the land. The Pharaoh was often thought of as one of the gods. Julius Caesar was an army general from Rome who led the invasion of Britain in 55 BCE. He was not prepared for the British weather and his ships were too big to anchor near the shoreline. The Iceni were a Celtic tribe. Roman soldiers started to take over Iceni lands, stole money and crops. Boudica led the Celtic tribes into a rebellion against the Romans. legacy Something that is part of your history or remains from an earlier time. The legacy of different groups of people over time has shaped the way we live in the world today. When the Romans arrived in AD43, they introduced new ideas and ways of living to Britain. They built brick and stone buildings with central heating, sewage systems and straight roads to connect up all the new Roman towns. When the Romans invaded, they built a fort beside the River Thames. Londinium grew until it was the most important city in Roman Britain.
Roman Empire An empire is lots of countries or states all ruled by one person or state. The Roman Empire was the largest empire of the ancient world. The Roman Empire lasted from 700BCE to AD476, and at the height of its power Rome ruled across Europe, North Africa and Asia. The Roman Empire included the whole of Italy, all the lands around the Mediterranean and much of Europe, including England, Wales and parts of Scotland.	conquer To overcome and take control of a place or people by military force. The Roman army had been building an empire across Europe and wanted to conquer Britain. A number of Roman emperors wanted to conquer Britain and add it to the empire. The Romans invaded Britain to make their empire as big and powerful as possible. They were also seeking natural resources, such as precious metals, slaves, and farmland.
invade To enter a country by force with an army in order to occupy it. In 54-55 BCE Julius Caesar tried to invade Britain but failed. In AD43 Emperor Claudius tried again and succeeded. Britain became part of the Roman Empire. Only Roman citizens could be regular soldiers as part of the legion in the Roman army.	legion Up of groups of soldiers called legions . There were over 5,000 soldiers in a legion. Only men who are at least 20 years old could join the Roman army once they joined they had stay in the army for at least 25 years and were not allowed to get married. Only Roman citizens could be regular soldiers as part of the legion in the Roman army.
	
	
How this connects with future learning The Roman army left Britain in AD 410. Britain was again invaded by tribes from northern Europe: the Jutes, the Angles and the Saxons.	In Year 5 you will be learning about the Ancient Greeks. The name 'Greeks' was given to the people of Greece by the Romans.

The Knowledge Organiser

The Vikings - Year 5 - Autumn 2						
Historical Themes		Tier 2	Key Vocabulary			
migration	empire	contrast	Scandinavia	Wessex	Danelaw	longboat
the process of moving from one place to another	a group of nations that are all ruled by the same leader(s)	To show the differences between two or more things	An area in the north of Europe which includes the modern countries of Iceland, Sweden, Norway, Denmark and Finland.	An Anglo-Saxon kingdom in the south of the British Isles from AD 519 until England was unified in AD 927.	An area of in the north of the British Isles that the Vikings established as their territory	A type of specialised Scandinavian warships which the Vikings used to travel to other places.
In Year 4 you learnt that the Romans migrated across Europe to expand their Empire.	In Year 4 you learnt that the Roman Empire was the dominant force in Europe for many centuries.	You have been able to make contrasts between the Roman and Anglo Saxon societies.	The Vikings left their homeland to find treasure and goods to take home to their settlements in Scandinavia .	Wessex was established as a Christian kingdom, which was uncommon during this time period.	The Danelaw was established in AD 886 when the Vikings made a treaty with a British king- Alfred.	Longboats were built with planks of timber, usually oak, being overlapped and nailed together.
The Vikings migrated to the British Isles in AD 793 and stayed until AD 1066.	The Viking empire spread from modern day Iceland to parts of what we call Russia.	The Viking migration can be contrasted to how people have migrated through history, including in our modern era.	The people from Scandinavia stayed in the British Isles because they enjoyed the natural resources so they built new settlements.	A notable ruler, Alfred the Great helped to establish the importance of Wessex in the 9th Century.	The Danelaw was established in order to protect those families that had originally come from Scandinavia .	The people of the British Isles had never seen boats as intimidating as the Viking longboats .
		Different sources can offer a contrasting viewpoint of people and events from history.				
How this connects with previous learning				How this connects with future learning		
The British Isles have had many visitors who have invaded and conquered them.	The Roman period in British history came before and overlapped with the Anglos Saxons.	The Anglos Saxons changed how people in the British Isles communicated and lived their lives.		The ancient Greeks were a large empire, which also depended on the strength of its boats and warships.	The spread of Viking art, culture and language was similar to the influence of Athens and Sparta in ancient Greece.	Modern English language is shaped by the Viking settlers and the language of ancient Greece.

Adaptations for all Learners



How else is our Curriculum supported?

- Trips
- High-quality texts
- Pre-teaching
- Reviews / assessments

Excellence for All



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The Curriculum At Home



[OUR SCHOOL](#)

[OUR PROVISION](#)

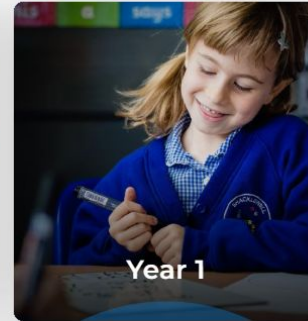
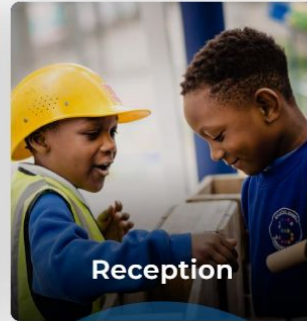
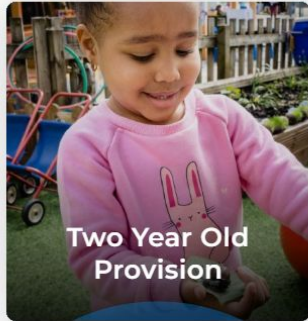
[CLASSES](#)

[PARENTS](#)



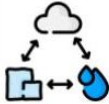



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The Curriculum At Home

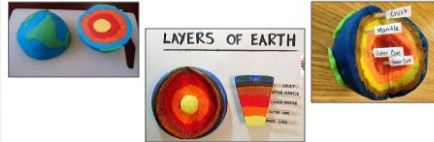
Year 4 Curriculum leaflet Spring 1		Reading & Writing	Maths	Science
States of Matter	Tectonic Plates	<p>In English we will be:</p> <ul style="list-style-type: none"> reading SFA books at our level to develop fluency and comprehension writing a persuasive letter and designing characters to use in an adventure story based on <i>The Firework Maker's Daughter</i> using dialogue to convey action and character proofreading our work 	<p>We will be learning to:</p> <ul style="list-style-type: none"> use multiplication facts for the 7 and 9 times tables exploring different representations of fractions including equivalent fractions represent fractions greater than one add and subtract fractions with the same denominator 	<p>We will be learning to:</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled identify the part played by evaporation and condensation in the water cycle
				
Geography	PE	RE	Home Learning	
<p>We will be learning to:</p> <ul style="list-style-type: none"> describe and understand key aspects of mountains volcanoes and earthquakes name the different layers of the Earth and know key features explain tectonic plates explain why volcanoes and earthquakes happen 	<p>4S have a PE lesson every Tuesday and Thursday. 4W have a PE lesson every Monday and Thursday. Please wear a PE kit on those days.</p> <p>The focus of the sessions will be gymnastics and cricket.</p> 	<p>This term our focus will be on Sikh Beliefs.</p> <p>We will be learning to:</p> <ul style="list-style-type: none"> understand that Sikhs believe in one God and Sikhism is based upon the teachings of Guru Nanak. Identify and name examples of Sikh practices and artefacts that demonstrate the Sikh faith. 	<p>You can support me by:</p> <ul style="list-style-type: none"> helping me practise my times tables, from 1-12 reading a variety of texts with me across a range of genres supporting me to complete my weekly homework and learn my spellings 	

The Curriculum At Home

Year 4 Geography Homework Project

It's time to get creative, Year 4! We would like you to use the materials you have at home to make one of the following:

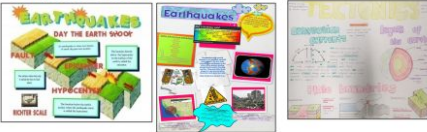
1. Create a model showing the structure of the earth.



2. A model of a volcano.



3. A poster about earthquakes.



Please hand in your projects by **Friday 3rd February**. We can't wait to see them!



The Curriculum At Home

new wave
federation 

Knowledge Organiser Booklet Year 4

Spring I 2023

Name		Class	
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The Curriculum At Home





Questions?