Logo

Description automatically generated**Newquay Junior Academy - Summer Sequence - Year 4**

**‘Questions and Quests’**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCIENCE**  **Prior knowledge...** States of matter  Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials.  Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. |  | **COMPUTING – FIRST HALF TERM**  **Prior knowledge…** During this unit, pupils will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The pupils will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database. |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge...**   Year 3 Creating Media – Animation -This unit progresses students’ knowledge and understanding of using digital devices to create media including adding audio to a digital image file/animation. |  |
|  |  |  |  |  |  |
| **INTENT**  States of matter  Pupils will understand the molecular structure of the three states of matter (solid, liquid and gas). They will practically investigate the processes involved to change these states. Pupils will be able to use scientific vocabulary to explain how the water cycle works. |  | **INTENT**  Pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.  **Note:** You may not have the same data loggers as those used in this unit, or may not have any data loggers at all. If you don’t have access to data loggers, a lot of the activities can be completed using tablet computers and apps such as Google Science Journal. Whichever data logging solution you have available, you should be able to address the learning objectives in the unit. |  | **INTENT**  Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers. |  |
|  |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  States of matter - Solid, liquid, gas, particles, state, materials, properties, matter, melt, freeze, water, ice, temperature, process, condensation, evaporation, water vapour, energy, precipitation, collection.  Solids, liquids and gases have different properties.  Materials can be divided into solids, liquids and gases.  Heating causes solids to melt into liquids and liquids evaporate into gases.  Cooling causes gases to condense into liquids and liquids to freeze into solids.  The temperature at which given substances change state are always the same. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Data, sensor, data logger, software, collecting data, viewing data, findings** |  | **VOCABULARY/STICKY KNOWLEDGE**  Input device, microphone, output device, speaker, digital audio, copyright, podcast |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  **States of matter**  1. To explain the particle structure and properties of a solid, liquid and gas.  2. To practically investigate gas.  3. To explain how materials change state when they are heated or cooled.  4. To practically explain the process of evaporation.  5. To explain the process of the water cycle. |  | **SEQUENCE OF LESSONS:**  1. To explain that data gathered over time can be used to answer questions  2. To use a digital device to collect data automatically  3. To explain that a data logger collects ‘data points’ from sensors over time  4. To use data collected over a long duration to find information  5. To identify the data needed to answer question  6.To use collected data to answer questions |  | **SEQUENCE OF LESSONS:**  1. I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.  2 To identify that sound can be recorded  3. To explain that audio recordings can be edited  4. To recognise the different parts of creating a podcast project  5. To apply audio editing skills independently  6. To combine audio to enhance my podcast project  7. To evaluate the effective use of audio |  |
|  |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  States of matter  Pupils will produce their own water cycle in a bag. |  | **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of data and how it can be collected over time to answer questions. The unit also introduces the idea of automatic data collection |  | **OUTCOME/COMPOSITE**  This unit progresses students’ knowledge and understanding of creating media, by focusing on the recording and editing of sound to produce a podcast. Following this unit, learners will explore combining audio with video in the ‘Video editing’ unit in Year 5. |  |

Logo

Description automatically generated

**Newquay Junior Academy - Summer Sequence - Year 4**

**‘Questions and Quests’**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge...** This half term of RE will draw on the children’s understanding of **Islam** from **KS1** |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge...** This half term of RE will draw on the children’s understanding of **Judaism** from **KS1.** |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge…** Pupils should be able to identify that athletics includes running, jumping and throwing. They should have a developing technique and an understanding across all of these areas. |  |
|  |  |  |  |  |  |
| **INTENT**  **Islam (Unit L2.9)**  **Key Question: How do festivals and worship show what happens to Muslims? (Ibadah)** |  | **INTENT**  **Judaism (Unit L 2.10)**  **Key Question: How do festivals and family life show what matters to Jewish people? (God/Torah/the People)** |  | **INTENT**  In ATHLETICS, pupils will continue to refine and develop fundamental skills. By developing these skills in a fun and inquisitive way it will enable them to be more successful in athletics events. |  |
|  |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  **Quran:**  The Qur'an is the holy book for Muslims. There are 114 chapters in the Quran, which is written in the old Arabic dialect.  **Prophet Mohammed**: The prophet Muhammad was the founder of the religion of Islam. Followers of Islam, called Muslims, believe that Muhammad received messages from Allah (God). These messages were later collected into the Quran, the holy book of Islam.  **Ibadah**: How God is worth worshiping; how Muslims submit to God.  **Allah**: Muslims commonly use the word *Allah* for God. In Islam, Allah is Merciful and Allah is the one who loves his followers.  **Imam**: The prayer leader in a mosque, this person simply leads the prayers – they are no better than anyone else as everyone is equal in the eyes of Allah. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Rosh Hashanah**: Rosh Hashanah is the start of the religious new year for followers of Judaism. To Jewish people, it also marks the anniversary of the creation of the world. Rosh It means “beginning of the year” in the Hebrew language. Festive gatherings with family and friends are a tradition during this holiday. Also traditional are meals that feature sweet foods.  **Yom Kippur**: Yom Kippur means Day of Atonement. It is the most sacred and solemn day in the Jewish calendar.  It is a day to reflect on the past year and ask God's forgiveness for any sins. Jews do not work or go to school on this day.  **Pesach**: Passover, or Pesach, celebrates the freedom of the Jews from slavery in ancient Egypt. Thousands of years ago the early Jews, called Israelites, moved to Egypt, where they became slaves of the Egyptians. |  | **VOCABULARY/STICKY KNOWLEDGE**  Technique Rules Pacing Sprinting Jumping Throwing Baton Changeovers |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  1. To identify Muslim beliefs about God.  2. To consider the significance of prayer to Muslims.  3. To explore Muslim places of worship.  4. To make links between Muslim worship and Ramadan.  5. To make links between Muslim worship and Eid-ul-Fitr. |  | **SEQUENCE OF LESSONS:**  1. To identify the key beliefs for Judaism.  2. To identify what Jewish families celebrate every week.  3. To understand what Jewish people do to celebrate Rosh Hashanah and Yom Kippur.  4. To identify why the Pesach important for Jews.  5. To understand why commandments and blessings important to Jewish people. |  | **SEQUENCE OF LESSONS:**  1.To Understand why posture is important in sprinting. Be able to explore world-records and know he record holder for 100m sprint.  2.To be able to ‘pace’ themselves over a longer-distanced run with an understanding of using a sprint finish as a race strategy.  3.To be able to jump for distance and understand how to move their body to allow them to jump further.  4. To have a secure knowledge of each stage of the triple jump; hop, step, jump.  5. To be able to change the power and direction of a throw to ensure its on target.  6. To develop a solid throwing technique for a ‘pull’ throw. |  |
|  |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  Pupils to present their knowledge of what happens to Muslims during festivals and worship, via a video call with a school in Jeddah. |  | **OUTCOME/COMPOSITE**   Pupils to produce a presentation (Poster, drama, video or ICT) identifying the main Jewish festivals and what matters most to Jewish people. |  | **OUTCOME/COMPOSITE**  Pupils will be able to identify that athletics includes running, jumping and throwing events. Pupils will be able to perform all of these with a sound technique. |  |

Logo

Description automatically generated**Newquay Junior Academy – Summer Sequence - Year 4**

**‘Questions and Quests’**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge...** Pupils should be able to throw using an underarm and overarm catch using a developing technique. They will understand that they may need to move to catch a ball. They will play small sided striking and fielding games. |  | **PSHE – FIRST HALF TERM**  **Prior knowledge...** Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. ; Know some strategies for keeping themselves safe online |  | **PSHE – SECOND HALF TERM**  **Prior knowledge...** the male and female body needs to change at puberty so their bodies can make babies when they are adults • some of the outside and inside changes that happen during puberty |  |
|  |  |  |  |  |  |
| **INTENT**  In STRIKING AND FIELDING, pupils will acquire and develop fundamental skills to be able to play a variety of striking and fielding activities. |  | **INTENT**  **Pupils will…**identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change; learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes |  | **INTENT**  **Pupils will…** revisit bodily changes at puberty with some additional vocabulary, particularly around menstruation; learn about sanitary health, including introducing pupils to different sanitary and personal hygiene products; be introduced to conception and sexual intercourse in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm |  |
|  |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  Underarm throw Overarm throw catching deep fielded post bases teamwork rules |  | **VOCABULARY/STICKY KNOWLEDGE**  Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust,  · Know that loss is a normal part of relationships  · Know that negative feelings are a normal part of loss  · Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe |  | **VOCABULARY/STICKY KNOWLEDGE**  Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions.  · Know that babies are made by a sperm joining with an ovum  · Know the names of the different internal and external body parts that are needed to make a baby  · Know how the female and male body change at puberty  · Know that change can bring about a range of different emotions |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  1.To know what hand -eye coordination is and be able to throw and catch the ball consistently.  2.To be able to throw underarm using the correct technique and to be able to vary power and direction.  3.To be able to throw overarm using a developing technique and be able to alter the power and direction of the throw.  4.To understand the safety rules involved when batting and be able to bat using the correct technique. Pupils should understand how to change the direction they are hitting in.  5.To understand the basic rules of rounders OR cricket and be able to play small-sided games.  6.To be able to apply skills in games in line with the rules of the game. |  | **SEQUENCE OF LESSONS:**  1.To understand the emotion of jealousy    2.To consider the impact of love and loss    3.To consider the importance of memories    4.To develop strategies to help us when we fall out with friends    5. To discuss the concept of boyfriends and girlfriends |  | **SEQUENCE OF LESSONS:**  1.To discuss the concept of ‘Unique Me’  2.To label the internal and external parts of male and female bodies that are necessary for making a baby  3.To discuss how girls change during puberty  4.To consider the ‘Circles of Change’ and how it applies to their life  5.To discuss changes that have been and may continue to be outside of their control that they learn to accept |  |
|  |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  Pupils will continue to develop their throwing and catching techniques and will begin to be able to catch under pressure. They will understand the safety rules involved whilst batting and they will be able to play small games in-line with the rules. |  | **OUTCOME/COMPOSITE**  Pupils will…  Know that change is a natural part of relationships/ friendship  Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe |  | **OUTCOME/COMPOSITE**  **Pupils will…**Know the names of the different internal and external body parts that are needed to make a baby  Know how the female and male body change at puberty |  |

Logo

Description automatically generated**Newquay Junior Academy - Summer Sequence - Year 4**

**‘Questions and Quests’**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DESIGN TECHNOLOGY**  **Prior knowledge...**  Pupils can:  Explain that fruits and vegetables grow in different countries based on their climates.  Understand that ‘seasonal’ fruits and vegetables are those that grow in a given season and taste best then.  Know that eating seasonal fruit and vegetables has a positive effect on the environment.  Design their own tart recipe using seasonal ingredients.  Understand the basic rules of food hygiene and safety.  Follow the instructions within a recipe. |  | **MUSIC**  **YEAR 4 – Changes in pitch, tempo and dynamics (Theme: Rivers)**  **Prior knowledge...**   * To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dah dum!). * To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched.   To know that a motif can be adapted by changing the notes, the rhythm or the order of notes |  | **GEOGRAPHY**  **Settlements and Cornwall’s (Wild) Weather**  **Prior knowledge –** of the terms physical and human geography and be able to give some examples of each.  Use simple scale maps with symbols and keys. Use N/S/E/W and coordinates. Begin to use topography to accurately locate places.  Draw basic maps (including basic grid references, symbols and keys).  Understand what is meant by weather and how it changes in different seasons and places around the world. |  |
|  |  |  |  |  |  |
| **INTENT**  **Food: Adapting a recipe - Sushi**  **Pupils will:**  **Follow a recipe, with some support.**  **Describe some of the features of sushi based on taste, smell, texture and appearance.**  **Adapt a recipe by adding extra ingredients to it.**  **Plan a sushi recipe within a budget.** |  | **INTENT**  To recognise the key elements of music with a focus on pitch, tempo and dynamics. To also recognise and perform using ostinatos. |  | **INTENT**  Pupils will study why humans form settlements and their environmental impact. They will use Google earth to ID human and physical features then relate digital mapping to analogue maps.  Pupils will learn about Earth’s wild weather and natural disasters (hurricanes, tornadoes, tidal waves, earthquakes, tsunamis, landslides, floods and fires.  Pupils will learn the environmental impact of life on Earth of disasters and be aware human activity is increasing the frequency of natural disasters.  **Pupils will learn about Cornwall’s wild weather (pressure systems, rainfall, wind, swell).**  **Pupils will have a go at logging weather information (rainfall, wind strength)** |  |
|  |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  **Design criteria, research, texture, innovative, aesthetic, measure, cross-contamination, diet, packaging, sushi** |  | **VOCABULARY/STICKY KNOWLEDGE**  a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer   * When you sing without accompaniment it is called ‘A Cappella’. * Harmony means playing two notes at the same time that usually sound good together. * An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.   ‘Performance directions’ are words added to musical notation to tell the performers how to play. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Knowledge—** Explain why humans form settlements and their environmental impact.  Use Google earth and topography skills to transfer features onto analogue maps.  Explain how earthquakes, tsunamis, hurricanes and tornadoes work and how human activity affects wild weather.  Relate pressure systems to Cornwall’s weather and try to predict wind strength and rainfall levels.  **Vocabulary –** city, village, hamlet, earthquake, hurricane, tsunami, tornado. |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  **Lesson 1: Following a recipe**  **To follow a sushi recipe**  **Lesson 2: Testing ingredients**  **To make and test a prototype**  **Lesson 3: Final design and budget**  **To design sushi to a given budget**  **Lesson 4: Biscuit bake off**  **To make a biscuit that meets a given design brief.** |  | **SEQUENCE OF LESSONS:**  **Lesson 1: The singing river**  To sing in two parts using expression and dynamics.  **Lesson 2: The listening river**  To recognise key elements of music.  **Lesson 3: The repeating river**  To perform a vocal ostinato.  **Lesson 4: The percussive river**  To create and perform an ostinato.  **Lesson 5: The performing river**  To improve and perform a piece of music based around ostinatos. |  | **SEQUENCE OF LESSONS:**  1. To understand the different types of settlement and why humans form settlements. Use Google Earth to ID key human features of cities, towns and villages and explain some of them.  Understand the environmental impact of human settlement.  2. To relate digital mapping and aerial pictures of Newquay to analogue (paper) maps and transfer features from Google Earth onto a paper map.  3. To create symbols and a key for their map then draw on a grid.  Produce a series of coordinate questions for other class members to answer.  4. To understand how tornadoes, tsunamis, earthquakes, hurricanes work and how floods happen and wild fires happen. Pupils learn how human activity is increasing occurrence of natural disasters.  5. Pupils study Cornwall’s wild weather. They learn about pressure systems and how to predict wind strength and rainfall from these.  Pupils are introduced to the equipment for measuring rainfall and wind strength. Over a period of several weeks’ pupils try to predict and measure these. |  |
|  |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  **To have adapted a recipe to make sushi.** |  | **OUTCOME/COMPOSITE**  Create and perform a piece with a variety of ostinatos and perform to another Y4 class. |  | **OUTCOME/COMPOSITE**  Pupils produce a map of Newquay with accurately placed human and physical features then produce symbols, a key and grid reference.  Pupils produce a graph of rainfall and wind strength in Newquay with their measurements. |  |

Logo

Description automatically generated**Newquay Junior Academy - Summer Sequence - Year 4**

**‘Questions and Quests’**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **HISTORY**  **Prior knowledge…** Pupils will have learnt about Life in Roman Britain and British History Heroes  Anglo Saxons and Vikings | |  | **SPANISH**  **Prior knowledge…** remember and use simple nouns, adjectives and verbs with simple conversations from last term. |  | **ART**  **Prior knowledge…** Collage is a skill when materials are layered to create the effect and design of the artwork.  Sketching and drawing can be achieved using a variety of media. Shading makes drawings look more 3d. |  |
|  | |  |  |  |  |  |
| **INTENT**  Pupils will research into the Anglo Saxons and Vikings and examine how recent discoveries have changed our views. | |  | **INTENT**  Pupils will say at least three phrases to explain what or where or is hurting. Can understand, say and write a simple descriptive sentence using a noun, verb and colour adjective.  Pupils will read, understand, write and say three simple sentences to describe the weather. Can understand ice cream flavours and order an ice cream. |  | **INTENT**  Pupils will revise the proportions used in a human portrait, and investigate the styles of a range of artists: Henry Moore, Rembrandt, Quentin Blake and Julian Opie. They will create and compare different style of portraits, including collage. They will investigate the use of line and tone. |  |
|  | |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  Pillage, barbarian, settlement, tribe, kingdom, pagan, priory, monk, invasion, Scandinavia, Lindisfarne, Offa’s Dyke, Beowolf, Bayeux Tapestry | |  | ¿Qué te pasa?- What’s wrong?  No me siento bien- I don’t feel well  Me duele la muela- My tooth hurts  Me duele la cabeza- I have a headache  Me he cortado la rodilla- I have cut my knee  Me duele el oído- I have earache  Me duele la tripa- I have tummy ache  La selva- the jungle  La jirafa- the giraffe  La serpiente- the snake  El loro - the parrot  El mono - the monkey  El tigre- the tiger  El elefante - the elephant  pequeño/*pequeña*- small  grande- big  alto/*alta*- tall  largo/*larga -* long  travieso/ *traviesa* - naughty  colorido/colorida- multicoloured  terrible- fierce/frightening  ¿Qué tiempo hace?- what’s the weather like?  Hace sol – It’s sunny  Hace viento – It’s windy  Hay niebla - It’s foggy  Hace calor – It’s hot  Hace frío- it’s cold  Está nevando – It’s snowy  Está lloviendo – It’s raining  Me gustaría – I would like  Un helado- an ice cream  Un helado de chocolate- a chocolate ice cream  Un helado de limón - a lemon ice cream  Un helado de fresa - a strawberry ice cream  Un helado de frambuesa - a raspberry ice cream  Un helado de menta - a mint ice cream  Un helado de vainilla - a vanilla ice cream  Por favor- please |  | **VOCABULARY/STICKY KNOWLEDGE**  Tone in art simply refers to how light or dark a colour is.  In terms of art, line is considered "a moving dot". It does not vary it’s tone, It stays constant.  Artists: Henry Moore and Rembrandt use tonal drawings, Quentin Blake and Julian Opie rely on line drawings in their style.  Vocab: illustration, caricature, abstract, depth, proportions, portrait, realism. |  |
|  | |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**   1. What were the real reasons why the Anglo Saxons invaded? 2. How did people’s lives change when Christianity came to Britain? 3. How did the Vikings try to take over the country and how close did they get? 4. What were the Vikings really like? 5. How have recent excavations changed our view of the Vikings? 6. Where did the Vikings settle and how do we know? | |  | **SEQUENCE OF LESSONS:**   1. 1To say and write parts of the body nouns 2. To explain why I don’t feel well or what hurts 3. To understand and remember some jungle animals 4. To understand adjectives to describe jungle animals 5. To write a simple sentence to describe a jungle animal 6. To understand and write simple sentences and phrases. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. To say types of weather 8. To remember weather phrases 9. To play games with weather phrases 10. To say flavours of ice creams 11. To pronounce flavours and spot sounds in the flavours   To create my perfect ice cream |  | 1. To develop portrait skills drawing the teacher, introducing proportions of a human face after free drawing.  2. To develop mark-making by experimenting with charcoal.  Also considering the artists Henry Moore and Rembrandt and their use of tone in their sketching.  3. To create a tonal collage of a self-portrait, inspired by the mark-making of Moore and Rembrandt.  4. To use a contrasting style to previous lessons. To create single lined portraits inspired by Quentin Blake and Julian Opie.  5.To develop single line drawing with EXT: Add abstract colour blocks to line drawings. |  |
|  | |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  Pupils will visit the British Museum virtually to examine the Sutton Hoo artefacts. <https://www.britishmuseum.org/collection/death-and-memory/anglo-saxon-ship-burial-sutton-hoo> | |  | **OUTCOME/COMPOSITE**  Design own perfect ice cream creation  Option to have an ice cream as end of year celebration. |  | **OUTCOME/COMPOSITE**  Pupils will know about artists Henry Moore, Rembrandt, Quentin Blake and Julian Opie and they will produce 4 different styles of portrait to compare; a pencil proportioned portrait of teacher, a tonal collage self-portrait, a linear back-painted self-portrait and a continual line portrait. |  |
|  | |  |  |  |  |  |
|  |
|  | |  |  |  |  |  |
|  |