

Year 4 Curriculum – Spring Term Overview

<p>Religious Education 1 Christianity-Holy Trinity Who was Jesus? – Human and Divine Key questions: What meaning does the life and death of Jesus have for Christians? What do we mean by divine intervention? Vocabulary: The Trinity, holy spirit, disciples, temptation, baptism, miracles, healing, acts, resurrection, human, divine</p>	<p>History Anglo Saxons, Scots and Vikings British settlement by Anglo Saxons and Scots and the Viking and Anglo – Saxon struggle for the kingdom of England to the time of Edward the Confessor. Deep Study: Creation of England of role of society (two terms)</p> <p>Assessment Question Who were the Scots, Saxons and Vikings and what was their significance? Key questions: Recall Roman learning: How much of the Roman influence remained after they left? Who were the Scots, Saxons and Vikings and where did they settle? Who was buried at Sutton Hoo? (case study – using evidence) Push or Pull: Why did they settle in Britain? How important was religion to these people? How did this change over time? Were the Vikings Raiders, Settlers or Traders? Was Alfred really Great? How did we find out about the XX – is our evidence reliable? Assessment Questions How does the Governance of the Vikings and Saxons still affect us today? In what ways was Britain united during this time? Key Questions: What impact did the Scots, Saxons and Vikings have on Britain and the way in which it was governed? How did everyday life in Britain change during these times? What were key turning points in the struggle between the Saxons and Vikings? How did religious views change during this time and what was the impact on society and the community? Who has the greater legacy the Romans, Saxons or the Vikings? How have the migrations of people changed Britain? Where does this fit on the class global timeline? Elsewhere: Byzantine Empire became the New Roman Empire (during Saxons)</p>	<p>Religious Education 2 Sikhism- Guru Nanak and his teachings Key questions: What do Sikhs believe about God? What does Guru mean? What does it mean to be equal? Vocabulary: Sikhism, Sikh, Guru, everlasting, Guru Granth Sahib, Ik Onkar symbol, equal/equality</p>
---	---	---

<p style="text-align: center;">Computing</p> <p>1. Year 4 – Programming A – Repetition in shapes 1 Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. This unit is the first of the two programming units in Year 4 and looks at repetition and loops within programming.</p> <p>2. Year 4 – Data logging 2 In this unit, learners will consider how and why data is collected over time. Learners 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. Learners 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. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Geographical Location and Climates Similarities and differences with UK/European continent</p> <p>Assessment Question: How does geographical location relate to climate and time zones? What are the lines of longitude and latitude? What are time zones? How do climate zones relate to Geographical location? Vocabulary: Arctic and Antarctic Circle, biome, climate change, glaciers, global warming, Prime/Greenwich Meridian, perma-frost, uninhabited, iceberg, Lines of Latitude/Longitude, sea level, pollution, tundra, Prime Meridian, polar region, Tropics of Cancer/Capricorn.</p>
--	---

<p style="text-align: center;">PSHE 1</p> <p>Health and wellbeing - Feelings and emotions; expression of feelings; behaviour Assessment Question: How can we manage our feelings? Vocabulary: Aggressive, upset, happy, joyful, concerned, unhappy, calm.</p>	<p style="text-align: center;">PSHE 2</p> <p>Health and wellbeing Growing and changing; Puberty Key Question: How will we grow and change? Vocabulary: <i>Virus, Disease, Routine, Confidential, Egg, Sperm, Menstruation, Wet Dreams, Puberty, Bacteria, Pubic hair, Breasts</i></p>	<p style="text-align: center;">French</p> <p>1. Clothes – getting dressed in France Intended outcome of the unit: Pupils who are secure will be able to: Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des.</p> <p>Understand how to convert the indefinite article to a possessive adjective.</p> <p>Correctly identify items of clothing based on the written word.</p> <p>Say the words for items of clothing with accurate pronunciation. Make an intelligible attempt to spell new words.</p> <p>Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong.</p> <p>Compose a sentence using j'aime or je n'aime pas. Use il/elle correctly and place the adjective in the correct position in relation to the noun.</p>	<p>2. French weather and the water cycle Intended outcome of the unit: Pupils who are secure will be able to: Use a physical response to show their understanding of six to eight weather phrases.</p> <p>Repeat new phrases with accurate pronunciation.</p> <p>Say at least two sentences intelligibly to convey the weather in a given place.</p> <p>Point or move in the correct direction during a compass points game.</p> <p>Understand and say several directions and weather sentences.</p> <p>Place weather symbols in the correct locations on a map.</p> <p>Match at least three temperature numerals and words correctly.</p> <p>Say the correct number for a temperature.</p> <p>Show an understanding of the water cycle and relevant cognates in both English and French.</p>	<p style="text-align: center;">PE1</p> <p style="text-align: center;">Football</p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games.</p> <p>Key skills: Dribble, pass, receive, track, co-operation, respect, communication, determination, honesty, persevere.</p>	<p style="text-align: center;">PE2</p> <p style="text-align: center;">Basketball</p> <p>In this unit pupils develop their understanding of the attacking and defending principles of invasion games.</p> <p>Key skills: Dribble, pass, receive, catch, throw, track, co-operation, respect, communication, determination, honesty, persevere.</p>
--	--	--	---	--	--

		<p>Vocabulary: un T-shirt un short un pantalon un chapeau une culotte une chemise un pull des bottes une robe des chaussettes des baskets il/elle porte</p>	<p>Vocabulary: il fait beau, il fait mauvais, il fait chaud, il fait froid, il pleut, il neige, il y a du soleil, il y a du vent, le nord, le sud, l'est, l'ouest</p>	<p>independence, decision making, comprehension, select and apply, use tactics.</p>	<p>independence, decision making, comprehension, select and apply, use tactics.</p>
Music					
<p style="text-align: center;">Rhythm</p> <p>Key Questions: What is the difference between duple and triple time? Vocabulary: rhythm, duple/triple time History Key Questions: What is classical music? Which pieces are familiar? Vocabulary: genre, classical, piece, composer</p>	<p style="text-align: center;">Melody/Use of Voice</p> <p>Key Questions: Explain what is meant by pentatonic/pentatonic scale? Which notes of the ordinary scale do we use to create a pentatonic scale? Vocabulary: Pentatonic, scale, breath control Listening and Appraising Key Questions: What can you hear in this piece? Do you like /dislike - why? What music do you enjoy? Why? How would you describe the timbre of this piece? Vocabulary: genre, classical, opera, pop, rap, orchestral instruments, non-orchestral instruments, timbre</p>	<p style="text-align: center;">Science 1</p> <p style="text-align: center;">Materials States of Matter - Heating, Cooling and Evaporation</p> <p>Key Questions: How and why are solids, liquids and gases different? Is whipped cream a solid, liquid or gas? Why is cake batter and cake so different? Where does rain come from? Vocabulary: Solid, liquid, gas, state, change, melting, freezing, boiling, evaporation, condensation, water cycle, vapour, heating, cooling Scientific working procedural knowledge: Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply</p> <p style="text-align: center;">Science 2</p> <p style="text-align: center;">The Water Cycle</p> <p>Key Questions: Where does rain come from? Identifies the part played by evaporation and condensation in the water cycle and associates the rate of evaporation with temperature. Vocabulary: Solid, liquid, gas, state, change, melting, freezing, boiling, evaporation, condensation, water cycle, vapour, heating, cooling Scientific working procedural knowledge: Observe and Compare, Sort and Organise, Predict, Experiment, Conclude, Apply.</p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">Suggested Theme: Environmental/Animal Art Suggested Stimulus: Oenone Hammersley Skills: Semi-abstract/Pastel/Chalk Work</p> <p>Vocabulary: Colour wheel Primary colour Secondary colour Complimentary Tint Shade -To work in the style of Oenone Hammersley to create works that represent nature and our natural environment. - Drawing: How can you create form using chalks and pastels? How can you show the light and dark on your drawing? What techniques might you use to create an effect? Vocabulary: cross-hatch, blend, shade, form, tone, composition shape, lines, angled lines, primary colour, secondary colour, bold colour, abstract, blend, fixative</p> <p style="text-align: center;">DT</p> <p>Key Questions: How has your snack met the design criteria and why is it high in energy? To produce a high energy, portable snack. What foods are high in energy? What textures, designs would be the most portable? What ingredients will you use? Vocabulary: Prototype, evaluate, balanced, diet, appearance, hydrate, flavour, texture, ingredients DT procedural knowledge and skills: Research, design, create and review a product. Understanding the importance of healthy eating and keeping hydrated.</p>		