

# Autumn 2 sequence of learning – Key Stage 2, Year 4



## Geography: Population

### PRIOR KNOWLEDGE

Prior knowledge - Pupils will have learnt about how rivers have affected settlements.

### INTENT

Disciplinary focus diversity How and why does population distribution vary across Great Britain?

### VOCABULARY

Population, density, sparsely populated, densely populated, distribution, migration, rural, urban, ethnic, diverse, census, ethnicity, Cymaraeg

### SEQUENCE OF LEARNING

1. What is population?
2. Migration
3. Multi-ethnic London
4. Multi-ethnic Cardiff
5. The Welsh language and culture
6. Welsh and British identity

### OUTCOME/COMPOSITE

How and why does population distribution vary across Great Britain? Create a podcast explaining how mountains and rivers affect each other.

## Religious Education: The Story of Jesus

### PRIOR KNOWLEDGE

Prior knowledge... This half term of RE will draw on the children's understanding of Christianity from autumn 1.

### INTENT

Christianity 2 – The birth of Jesus Key question: How do Christians express their beliefs about Jesus at Christmas time?

### VOCABULARY

Nativity, Holy Bible, testament, census, decree, Bethlehem, swaddling, manger, inn, Virgin Mary, shepherds, pondered, wise men, myrrh, incarnation, advent.

### SEQUENCE OF LEARNING

1. The New Testament introduces Jesus' birth
2. The first Christmas: Jesus is born
3. The shepherds visit Jesus
4. The wise men visit Jesus
5. Mary and Joseph escape to Egypt
6. Why are these stories important for Christians?

### OUTCOME/COMPOSITE

Explain how Christians express their beliefs about Jesus at Christmas time. Create a quiz for another class.

## History: Roman Empire

### PRIOR LEARNING

Prior knowledge... Children will have learnt about the Roman Republic in Autumn 1 The Roman Empire

### INTENT

Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?

### VOCABULARY

Peninsula, centurion, legion, province, rebel, fort, frontier, Gaul, Julius Caesar, Brutus, Ides, Pompey, descended, Mark Antony, Augustus, aqueducts, Claudius, proclaim, emperor, Colosseum, Nero, Vesuvius, Pliny

### SEQUENCE OF LEARNING

1. The Roman Army
2. Julius Caesar
3. Augustus: the first emperor
4. Emperors Claudius and Nero
5. Pompeii and the eruption of Vesuvius
6. The Jewish-Rome War

### OUTCOME/COMPOSITE

What sources reveal about Roman ways of life. Pupils create world maps showing location of key ancient civilisations

## Spanish (MFL)

### PRIOR KNOWLEDGE

Children are able to do introduce themselves and use simple Spanish greetings.

### INTENT

Learn names of the colours  
Recognise names for colours when written  
Show understanding when hearing the words for colours  
Label the colours, using matching activities  
Ask and answer about their favourite colour  
Say which colours I like/dislike

### VOCABULARY

los colores (colors) rojo (red) rosa (pink) violeta (purple) me gusta (I like) azul (blue) naranja (orange) marrón (brown) blanco (white) no me gusta (I don't like) verde (green) gris (grey) amarillo (yellow) negro (black) ¿Cuál es tu color preferido? (What is your favourite colour?) Mi color preferido es el ... (My favourite colour is ...) ¿Qué color te gusta? (Which colours do you like?) Me gusta el \_\_\_\_ pero no me gusta el \_\_\_\_\_. (I like \_\_\_\_ but I don't like \_\_\_\_.)

### SEQUENCE OF LEARNING

1. Numbers 0-20
2. The colours

### OUTCOME/COMPOSITE

Create a poster displaying the colours and numbers for a child in KS1.

## Art: N/A

### PRIOR KNOWLEDGE

### INTENT

### VOCABULARY

### SEQUENCE OF LEARNING

### OUTCOME/COMPOSITE

## PSHE: CELEBRATING DIFFERENCE

### PRIOR KNOWLEDGE

Know about families, that they are all different and that sometimes they fall out with each other

### INTENT

Pupils will...

- Know that sometimes people make assumptions about a person because of the way they look or act
- Know there are influences that can affect how we judge a person or situation

### VOCABULARY

Character, Assumption, Judgement, Surprised, Different, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.

· Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying

### SEQUENCE OF LEARNING

1. To understand why we shouldn't judge people by appearances
2. To develop an understanding of different influences we encounter.
3. To develop an understanding of what bullying is
4. To consider problem-solving strategies.
5. To consider what makes me 'Special Me'

### OUTCOME/COMPOSITE

Pupils can talk about judging people by their appearance, first impressions and what influences their thinking on what is normal; Talk about bullying, including online bullying.

**Science:**  
Animals including humans

**Music:**  
Adapting and transposing motifs (Theme: Romans)

**Design and Technology (DT):** N/A

**PRIOR KNOWLEDGE**

That animals including humans do not produce their own food. The importance of a balanced and nutritious diet. That humans and some other animals have skeletons and muscles for support, protection and movement.

**PRIOR KNOWLEDGE**

- Deciding the structure of music when composing can help us create interesting music with contrasting sections.
- Combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- A 'loop' in music is a repeated melody or rhythm.
- Changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

**PRIOR KNOWLEDGE**

**INTENT**

Animals including humans  
Pupils will understand the structure of the human digestive system.  
Pupils will understand the different types of teeth and their function.

**INTENT**

To understand what a motif is and be able to adapt and transpose them

**INTENT**

**VOCABULARY**

Animals including humans  
Digestive system, tongue, mouth, teeth, oesophagus, stomach, small intestine, large intestine, liver, tooth, canine, incisor, molar, premolar,

Different teeth do different jobs.  
Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood and are transported around the body.

**VOCABULARY**

backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps

- 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 dum!).
- 'Transposing' a melody means changing its key, making it higher or lower pitched.
- A motif can be adapted by changing the notes, the rhythm or the order of notes

**VOCABULARY**

### SEQUENCE OF LEARNING

Animals including humans

1. To identify the different types of teeth in humans and their simple functions.
- 2 - To describe the simple functions of the basic parts of the digestive system in humans.

**Physical Education (PE):** Music - Rhythm - Perform

### SEQUENCE OF LEARNING

- 1: Here come the Romans To sing in tune and in time.
- 2: Musical motifs  
To understand what a musical motif is.
- 3: Motifs and mosaic  
To compose and notate a motif.
- 4: Motif development

### Computing: Creating media

- To develop and transpose a musical motif.
- 5: Combine and perform  
To combine and perform different versions of a musical motif.

### SEQUENCE OF LEARNING

### OUTCOME/COMPOSITE

Animals including humans.

Pupils will have created their own practical digestive systems.

### PRIOR KNOWLEDGE

Pupils will have developed and refined fundamental movement skills, including agility, balance, and co-ordination through gymnastic activities. Pupils should be able to perform these movements with increased fluency.

### OUTCOME/COMPOSITE

Combine different versions of a musical motif and perform as a group, to parents, using musical notation.

### PRIOR KNOWLEDGE

Pupils should have knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. Following this unit, pupils will further develop their video editing skills in Year 5

### OUTCOME/COMPOSITE

- Produce a range of free-standing frame structures of different shapes and sizes.
- Design a pavilion that is strong, stable and aesthetically pleasing.
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure.
- Select appropriate materials and techniques to add cladding to their pavilion.

### INTENT

Pupils will be able to create dance movements and a basic motif. Pupil's will be able to choreograph a dance and perform it to their peers. Pupil's will be able to use peer-evaluation to give feedback to others

### INTENT

Pupils will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.

### VOCABULARY

Music	Rhythm	Timing	Counting
Dance	Sequence	Actions	Travel
Pathways	Performing		

### VOCABULARY

Online editor, crop, copyright, filters, retouch, re-touching tools, fake images, publication(s)

### SEQUENCE OF LEARNING

To be able to move to music in a confident way.

### SEQUENCE OF LEARNING

- 1.To recognise when someone is upset, hurt or angry online.
- 2.To explain that digital images can be changed
- 3.To change the composition of an image

Be able to copy and replicate a 'teacher-led' dance warm up.

To identify different celebrations that happen throughout the year that dance may feature in.

Be able to move to music that is representative of a celebration theme  
To know what the term 'choreography' means.

Be able to choreograph an 8-beat movement pattern.

To know what a 'pathway' means and explore different pathways.

- Be able to perform a dance to their peers with confidence.
- To know the meaning of 'evaluate' and 'feedback'.
- Be able to recognise strengths and tell their friends what they like about their dance.
- To have fun whilst creating a whole class festive dance.
- Be able to work together as a whole class to perform the festive dance!

### OUTCOME/COMPOSITE

4.To describe how images can be changed for different uses

5.To make good choices when selecting different tools

6.To recognise that not all images are real

7. To evaluate how changes can improve an image

### OUTCOME/COMPOSITE

Pupils should have experience of making choices on a tablet/computer. They should be able to navigate within an application. This unit progresses pupils' skills through editing digital images and considering the impact that editing can have on an image. Pupils will also consider how editing can be used appropriately for different scenarios, and create and evaluate 'fake' images, combining all of their new skills.