

Spring 1 sequence of learning – Key Stage 2, Year 4



Geography:

Coastal Processes and Landforms

PRIOR KNOWLEDGE

Coastal processes and landforms Prior knowledge – Pupils will have learnt about the formation of rivers, mountains and volcanoes.

INTENT

Disciplinary focus: interaction How does the location of west Wales affect its coast?

VOCABULARY

Coastline, erosion, transportation, groynes, deposition, bay, headland, cliffs, shingle, preserved, fossils, stack, coral reef.

SEQUENCE OF LEARNING

1. Coastal processes: erosion
2. Other coastal processes
3. Coastal landforms
4. The Jurassic coast
5. Coastal habitats: the Indian Ocean
6. The coast of Wales

OUTCOME/COMPOSITE

How does the location of west Wales affect its coast?
Create a quiz about settlements

History:

Roman Britain

PRIOR KNOWLEDGE

Prior knowledge... Pupils will have learnt about the Roman Republic and the Romans

INTENT

Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?

VOCABULARY

Britannia, invasion, Celtic tribes, Claudius, chieftain, Caratacus, warriors, ambushed, captured, fort, Icenii, Boudica, Londinium, furnaces, palestra, basilica, Vindolanda

SEQUENCE OF LEARNING

1. The Romans invade Britannia
2. Caratacus fights back
3. Boudicca's revolt against the Romans
4. The Roman town of Aquae Sulis
5. Hadrian's Wall and life on the frontier
6. Black Romans in Britain

OUTCOME/COMPOSITE

Explain the knowledge of Roman Britain that has been found in sources. Children create a quiz for a different year group.

Religious Education:

Christianity 3 The Life and Teaching of Jesus

PRIOR LEARNING

Prior knowledge... This half term of RE will draw on the children's understanding of Christianity from autumn 1 and 2.

INTENT

Key Question: How does the life and teaching of Jesus affect the way in which Christians live?

VOCABULARY

Nazareth, baptism, Sea of Galilee, disciples, Beatitudes, leprosy, Sermon on the mount, authority, Lazarus, Samaritan, eternal, repents, transfiguration,

SEQUENCE OF LEARNING

1. Jesus is baptised and tempted.
2. The disciples and the Sermon on the Mount
3. The miracles of Jesus
4. The parables of Jesus
5. The transfiguration of Jesus
6. Why are these stories important for Christians?

OUTCOME/COMPOSITE

Explain how the life and teaching of Jesus affect the way in which Christians live. Create a film to explain how the life and teaching of Jesus affect the way in which Christians live.

Spanish (MFL)

PRIOR KNOWLEDGE

Children have previously looked at numbers 0-20 and various colours.

INTENT

Name numbers from 20 up to 50. Use numbers 1 up to 20 previously seen. Pronounce the numbers accurately. Recognise numbers when written. Show understanding when hearing the words. Know the words for each number. Do some sums. Ask for a price. Read and say a price. Play games co-operatively in Spanish, practising the words.

VOCABULARY

uno (1) once (11) veinte (20) y (and)
dos (2) doce (12) treinta (30) tres (3) trece (13)
cuarenta (40) cuatro (4) catorce (14) cincuenta (50)
cinco (5) quince (15) calculad (add up) Numbers 0-20 should have been done before this topic! seis (6) dieciséis (16) más (add) siete (7) diecisiete (17) son (equals) ocho (8) dieciocho (18) los números (numbers) nueve (9) diecinueve (19) euros (Euros) diez (10) centimos (cents) ¿ Cuanto cuesta? (How much is it?)

SEQUENCE OF LEARNING

- 1) Count to 50
- 2) Spell Numbers
- 3) Do Some sums
- 4) Say the price
- 5) Review birthdays
- 6) Say the date in Spanish
- 7) Name the days of the week

Science: Electricity

PRIOR KNOWLEDGE

Electricity. May have some understanding that objects need electricity to work.
May understand that a switch will turn something on or off.

INTENT

Electricity
Pupils will be able to construct a simple circuit and explain how it works. They will also be able to explain that a switch will open and close a circuit.
Pupils will be able to explain the difference between a conductor and an insulator.

VOCABULARY

Electricity - electricity, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, component.

A complete circuit is needed for electricity to flow and devices to work.
Some materials allow electricity to flow easily, and these are called conductors.
Materials that don't allow electricity to flow easily are called insulators.

SEQUENCE OF LEARNING

Electricity
Power stick – using human electricity to create a class circuit. How many children will fit in the circuit?
1. To construct a simple circuit.
2. To identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.
3. To explain the difference between an insulator and a conductor.
4. To recognize that a switch opens and closes a circuit.

PSHE: Dreams and Goals

PRIOR KNOWLEDGE

Know what dreams and ambitions are important to them

INTENT

Pupils will...
Talk about their hopes and dreams, discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment

VOCABULARY

Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.
Know how to make a new plan and set new goals even if they have been disappointed · Know how to work as part of a successful group
Know how to share in the success of a group
Know that hopes and dreams don't always come true

SEQUENCE OF LEARNING

1. To discuss our hopes and dreams
2. To discuss how to deal with broken dreams
3. To develop strategies for overcoming disappointment
4. To create new personal dreams
5. To identify steps to achieving personal dreams

OUTCOME/COMPOSITE

Create birthday invitations in Spanish with the date and day of the week.

OUTCOME/COMPOSITE

Electricity
Pupils will design and make their own working torch (linked to English & DT)

OUTCOME/COMPOSITE

Pupils

- know how to make a new plan and set new goals even if they have been disappointed
- Know how to work out the steps they need to take to achieve a goal.

Art: Printmaking

Design and Technology: Electrical systems - Torches

MUSIC: N/A

PRIOR KNOWLEDGE

Ink or paint can be applied in a pattern from a simple print block

PRIOR KNOWLEDGE

Electricity is the flow of electrical power or charge. An electrical circuit comprises of electrical components.
A battery is an electrical power source
A circuit must form a loop for electrical current to flow.

PRIOR KNOWLEDGE

INTENT

Pupils will explore artwork and printmaking from the Japanese culture, becoming aware of the different palattes, techniques and subjects typically used by artists such as Hokusai. Pupils will experiment with printing and painting techniques and create a monoprint image with a seal signature.

INTENT

Electrical systems: Torches
Pupils design and build an electrical circuit of a torch made from easily available materials and objects.

INTENT

VOCABULARY

Katsushika Hokusai was a Japanese Print artist born in 1760 Japanese artists had a particular style, brush technique and used a limited colour palette. Japanese artists used a seal of print block to sign their work.
Gyotaku is the traditional Japanese method of printing fish, dating back to the mid-1800s. A Monoprint is a single image by printing. Every image is unique

VOCABULARY

Battery, bulb, buzzer, cell conductor, copper, design criteria, electrical item, electricity, electrical item, insulator, series circuit, switch, test, torch, wire

VOCABULARY

SEQUENCE OF LEARNING

- 1.To explore the work of a notable artist: Katsushika Hokusai
2. To free paint swimming fish in the style of Japanese artists (large brush, thin paint/ink)
3. To imitate Japanese artists' work by designing a seal print block and by painting symbols.
4. To use natural objects to create monoprints (the Japanese art of Gyotaku)

SEQUENCE OF LEARNING

- 1: Electrical products
Pupils explore the difference between 'electrical' and 'electronic' and revisit how to create a simple circuit.
- 2: Evaluating torches.
Pupils evaluate a range of different torches and identify the features of a torch: housing, reflector, circuit and switch.
- 3: Torch design

SEQUENCE OF LEARNING

5. To experiment with effects in sketch book and use chosen style to embellish printed images with background effects and Japanese blocks and symbols.
6.To present, evaluate and celebrate my finished artwork.

OUTCOME/COMPOSITE

Pupils will understand Japanese style and techniques through experimentation and practice. They will produce an embellished monoprint.

Pupils create a torch design, building on their understanding from and incorporating features they have identified in previous lessons.

4: Torch assembly

The children build the circuit and housing for their torches, closely following their designs from the previous lesson.

OUTCOME/COMPOSITE

Children make a torch using an electrical circuit and a housing made from recycled materials.

OUTCOME/COMPOSITE

Physical Education (PE): INSPIRE,CREATE,PERFORM

PRIOR KNOWLEDGE

Pupils will have developed and refined their fundamental movement skills. Pupils participated in the INSPIRE – CREATE – PERFORM topic in Year 3, this will have given them an understanding of exploring movement, creating a sequence, being able to perform to their peers. They will have developed the skills to give and receive feedback.

Computing: Programming A

PRIOR KNOWLEDGE

Programming A—This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment. They are introduced to a selection of motion, sound, and event blocks which they use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Pupils also apply stages of program design through this unit.

INTENT

INSPIRE – CREATE - PERFORM, pupils will acquire and develop fundamental dance skills that will allow them to convey meanings and feelings through dance and performance.

INTENT

Pupils will look at repetition and loops within programming. They use Logo, a text-based programming language.

VOCABULARY

Motif, Rhythm, Tempo, Canon, Unison, Sequence, Feedback, Choreograph

VOCABULARY

Logo, repetition, loops, planning, modifying, testing commands, text-based programming.

SEQUENCE OF LEARNING

1. To know and perform the three key shapes.
2. To explore balances on 1-4 points of contact.

SEQUENCE OF LEARNING

- 1.To describe positive ways for someone to interact with others online and understand how

3. To learn several types of rolls.
4. To explore apparatus and understand the safety aspects involved.
5. To create an individual sequence on apparatus.
6. To refine sequence and perform to peers.

- this will positively impact on how others perceive them.
- 2.To identify that accuracy in programming is important
 - 3.To create a program in a text-based language
 - 4.To explain what 'repeat' means
 - 5.To modify a count-controlled loop to produce a given outcome
 - 6.To decompose a task into small steps
 - 7.To create a program that uses count controlled loops to produce a given outcome

OUTCOME/COMPOSITE

Pupils will be able to perform an individual sequence to their peers, they will be able to give and receive feedback in a constructive manner.

OUTCOME/COMPOSITE

Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns.