

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



## Geography: Tourism

### PRIOR KNOWLEDGE

Prior knowledge – Pupils will have learnt how physical geography has shaped settlements.

### INTENT

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

### VOCABULARY

Amusements, Llandudno, pier, promenade, tourist, cultural, Matterhorn, souvenirs, skis, destination, airport, mainland, air pollution, accommodation, sustainable, economy

### SEQUENCE OF LEARNING

1. Oh! I do like to be beside the seaside!
2. Types of tourism
3. Mountain adventure
4. Changing tourism
5. Summer in the sun
6. Sustainable tourism

### OUTCOME/COMPOSITE

How does the location of west Wales affect its coast?  
Create a film to show how we are connected to farmers.

## Spanish (MFL)

### PRIOR KNOWLEDGE

Children will have learnt the numbers 0-50, days of the week and be able to say the date of their birthday.

## History: Christianity in Three Empires

### PRIOR KNOWLEDGE

Prior knowledge... Pupils will have learnt about the Romans and Christianity in RE. Christianity in three empires (300-600CE)

### INTENT

Disciplinary focus: similarity/difference What made each early Christian state special?

### VOCABULARY

Bethlehem, frankincense, baptised, persecution, memorial, religion, Byzantium, rivals, Constantine, Goths, Huns, Visigoths, cultures, stadium, hippodrome, Aksum, plateau, Yemen, Adulis

### SEQUENCE OF LEARNING

1. To the Lions! Christians in the Roman Empire
2. Empire Constantine makes big changes
3. The Byzantine Empire carries on
4. An African empire: Aksum
5. A high and holy place
6. How Aksum became a Christian state

### OUTCOME/COMPOSITE

What made each early Christian state special?  
Children create a leaflet explaining their favourite pieces of knowledge from the unit – must include a comparison.

## Science: Sound

### PRIOR KNOWLEDGE

Sound  
May have some understanding that objects make different sounds.

## Religious Education: Christianity 4 – The Death and Resurrection of Jesus

### PRIOR LEARNING

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

### INTENT

Christianity 4 – The death and resurrection of Jesus  
Key Question: What do the death and resurrection of Jesus mean in Christian traditions?

### VOCABULARY

Palm Sunday, commemorated, gentiles, courtyard, Judas Iscariot, Holy Communion, convey, Pilate, crown of thorns, Crucify, Golgotha, Mary Magdalene, resurrected, Easter

### SEQUENCE OF LEARNING

1. Palm Sunday: the entry of Jesus into Jerusalem
2. Maundy Thursday: the last supper of Jesus
3. Jesus is arrested, condemned and punished
4. Good Friday: the death of Jesus on the cross
5. Easter: the resurrection of Jesus
6. The risen Jesus appears to his disciples

### OUTCOME/COMPOSITE

Explain what the death and resurrection of Jesus mean in Christian traditions. Create a leaflet to explain what the death and resurrection of Jesus mean in Christian traditions.

## PSHE: Healthy Me

### PRIOR KNOWLEDGE

Know why their hearts and lungs are such important organs Know that the amount of calories, fat and sugar that they put into their bodies will affect their health

Some understanding that they use their ears to hear sounds.  
Know about their different senses.

### INTENT

Learn names of members of my family. Pronounce the list of family members accurately. Know the singular/plural: mi/mis. Recognise names for members of the family when written. Show understanding when hearing the words for family members. Know the words for each family member. Label the different family members, using matching activities Play games co-operatively in Spanish, practising the words. Understand the question about brothers and sisters: “¿Tienes hermanos?”(Have you got brothers and sisters?) . Give details of siblings “Sí, tengo ...” (Yes I have...) or “No, no tengo hermanos.”(No, I don't have brothers and sisters.).

### INTENT

#### Sound

Pupils will be able to explain what happens when a sound leaves a source and how it travels to our ear. Pupils will be able to explain the correlation between pitch and the object producing the sound.

### INTENT

Pupils will...

look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them; are asked to reflect on their friendships, how different people make them feel and which friends they value the most

### VOCABULARY

mi padre (my father) mi familia (my family) mamá (mum) mi madre (my mother) mi abuelo (my grandfather) papa (dad) mis padres (my parents) mi abuela (my grandmother) bebé (baby) mi hermano (my brother) mis abuelos ( my grandparents) tiburón (shark) mi hermana (my sister) mi tía (my aunt), soy yo (me) mi tío (my uncle), mi primo (my cousin (boy)) mi prima (my cousin (girl)) aqui tienes... (this is) Numbers 1-10 ¿ Tienes una hermana ? (Have you got a sister?) ¿ Tienes un hermano ? (Have you got a brother?) ¿ Tienes hermanos ? (Have you got any brothers and sisters?) Sí, tengo (number) hermana(s). (Yes, I have (number) sister(s).) Sí, tengo (number) hermano(s). (Yes, I have (number) brother(s).) Sí, tengo (number) hermana(s) y (number) hermano(s). (Yes, I have (number) sister(s) and (number) brother(s).) No, no tengo hermanos. (No, I haven't got any brothers and sisters.) Amo a mi familia. (I love my family.) medio hermano (half-brother) hermanastro (step-brother) media hermana (half-sister) hermanastra (stepsister)

### VOCABULARY

Sound - amplitude, volume, quiet, loud, ear, pitch, high, low, particles, instruments, wave.

Sound is produced when an object vibrates. Sound moves through all materials by making them vibrate. Sound travels from its source in all directions and we hear it when it travels to our ears.

### VOCABULARY

Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.

- Know the facts about smoking and its effects on health
- Know the facts about alcohol and its effects on health, particularly the liver
- Know ways to resist when people are putting pressure on them
- Know what they think is right and wrong

### SEQUENCE OF LEARNING

- 1) Name members of the family
- 2) Say whether I have brothers and sisters
- 3) Say more of my family members
- 4) Name some pet animals in Spanish

### SEQUENCE OF LEARNING

#### Sound

Hidden depths zoom in/out - Hidden depths - Explorify

1. To explain that sounds are made when an object vibrates and to begin to understand that we hear

### SEQUENCE OF LEARNING

1. To consider the importance of my friends
2. To discuss group dynamics and roles within a group.
3. To develop our understanding of the impact of smoking

5) Say if I have got pets

sounds when the vibrations travel from a source through a medium to our ears.  
2. To notice patterns between the pitch and volume of a sound and the features of the object that produced it.  
3. To investigate what factors affect the pitch and the volume of sound.  
4. To explain how we hear sounds.

4. To develop our understanding of the impact of alcohol  
5. To understand the importance of healthy friendships.

#### OUTCOME/COMPOSITE

Pupils will use BSL to sign numbers, and money and also understand other pupils signing of these.

#### OUTCOME/COMPOSITE

Sound  
Pupils will make a musical instrument which changes pitch.

#### OUTCOME/COMPOSITE

Pupils:  
• know which friends they value most  
• know that there are leaders and followers in groups  
• know that they can take on different roles according to the situation.

### Physical Education (PE): STRIKE-REACT-RALLY

#### PRIOR KNOWLEDGE

Pupils will understand what NET / WALL games are and give examples of these sports. Pupils will know that how they move their hand paddle will impact the direction of travel of the ball. Pupils should be able to have controlled rallies and be able to use a developing technique within these rallies.

#### INTENT

In STRIKE – REACT - RALLY, pupils will refine their previously learnt skills, they will be able to perform a groundstroke and a volley. Pupils will learn to play variations of tennis-based games and be able to score independently.

#### VOCABULARY

NET and WALL games, forehand, back hand, rally, volley, groundstroke, direction, chopper grip, officiate.

#### SEQUENCE OF LEARNING

1. To recap what 'net and wall' games are and to recap rallies using the hand paddles.
2. To acquire skills to use the 'chopper grip' and the forehand groundstroke using a tennis racket.
3. To be able to use the ready position and perform a backhand ground stroke.

### Computing: Animation

#### 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

#### 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

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

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

4. To introduce the concept of a volley.
5. To apply skills in small tennis-based challenge games.
6. To apply all skills in small, sided games whilst independently scoring and officiating.

#### **OUTCOME/COMPOSITE**

Pupils will be able to rally using a tennis racket, they will know the difference between a groundstroke and a volley. Pupils will apply these skills in tennis-based games, they will also be able to officiate and score independently.

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.