

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



Geography: Earthquakes

PRIOR KNOWLEDGE

Prior knowledge – Revisits knowledge on volcanoes from Year 4 Spring 1.

INTENT

Disciplinary focus: interaction How do earthquakes affect people and environments?

VOCABULARY

Earthquake, aftershocks, plates, San Andreas Fault, friction, epicentre, focus, magnitude, Richter scale, seismograph, tidal wave, liquid mud, trembling, landslide, absorb

SEQUENCE OF LEARNING

1. The day that everything shook!
2. Why do earthquakes happen?
3. The San Andreas fault
4. How can we measure earthquakes?
5. What are the effects of earthquakes?
6. How do humans live with earthquakes?

OUTCOME/COMPOSITE

How earthquakes affect people and environments. Create a leaflet to show how volcanoes affect a place.

Spanish (MFL)

Children can remember vocabulary based around their family and the pets they may or may not have at home.

History: Arabia and Early Islam

PRIOR KNOWLEDGE

Prior knowledge... Children will have learnt about deserts in year 3.

INTENT

Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?

VOCABULARY

Arabia, Arabs, Kaaba, Makkah, Bedouin, Pilgrims, shrines, pagan, Quraysh, Muhammad, heritage, reared, submission, Khadijah, preach, refugees, Medina, Arabic, mosque, Prophet.

SEQUENCE OF LEARNING

1. Makkah: a city in the desert
2. Growing up in a desert
3. Arabian worlds before Muhammad
4. A new message
5. Escape to Yathrib
6. Return to Makkah

OUTCOME/COMPOSITE

The changes Muhammad brought about in Arabia. Art exhibition architecture.

Science: Animals including humans

PRIOR KNOWLEDGE

Animals including humans
Basic stages of an animal life cycle. The importance of exercise for humans. The basic needs of animals including humans for survival.

Religious Education: Christianity 5 – The Message of Jesus Spreads.

PRIOR LEARNING

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

INTENT

Key Question: How did Christianity develop in the early Church and how do we know?

VOCABULARY

Apostles, Ascension, Pentecost, perplexed, sermon, persecution, colonnade, devote, appointed, Damascus, epistle, bishop, compromise, debate, yoke, apostolic, missionary

SEQUENCE OF LEARNING

1. Jesus sends the Spirit onto his disciples.
2. Peter preaches on the Day of Pentecost
3. Stephen, Saul and the road to Damascus
4. The message of Jesus spreads to the Gentiles
5. Paul writes letters to Christian communities
6. The message of Jesus reaches Rome

OUTCOME/COMPOSITE

Explain how Christianity developed in the early Church and how we know. Create a parent quiz.

PSHE: Relationships

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

INTENT

Name some sports and hobbies in Spanish. Express their point of view with 4 expressions (I like, I love, I don't like, I hate). Pronounce the words accurately. Recognise names for sports and hobbies when written. Show understanding when hearing the words. Label the hobbies, using matching activities. Play games co-operatively in Spanish, practising the words. Understand the questions « ¿Cuál es tu deporte favorito? », « ¿Te gusta...? » and « ¿Qué te gusta hacer? » Answer the questions appropriately « Mi deporte favorito es... », « Sí, me gusta/me encanta... No, no me gusta/odio ... »

VOCABULARY

los deportes (sports) el ocio (leisure) pero (but) el fútbol (football) el tenis de mesa (table tennis) navegar por internet (to go on the internet) el baloncesto (basketball) el críquet (cricket) jugar a los videojuegos (to play video games) el rugby (rugby) el ciclismo (biking/cycling) bailar (to dance) el voleibol (volleyball) el judo (judo) leer (to read) la gimnasia (gymnastics) el boxeo (boxing) cantar (to sing) el hockey (hockey) el baile (dancing/ballet) ver la tele (to watch TV) el tenis (tennis) la natación (swimming) el esquí (skiing) la equitación (horse riding) me gusta (I like) escuchar música (to listen to music) me encanta (I love) jugar con mis amigos (play with my friends) no me gusta (I don't like) cocinar (to cook) odio (I hate) dibujar (to draw) ¿Cuál es tu deporte favorito? (What is your favourite sport?) Mi deporte favorito es... (My favourite sport is...) ¿Qué te gusta hacer? (What do you like doing?) Me gusta ... y me encanta... (I like ... and I love ...) ¿Te gusta (sport)? (Do you like (sport)?) Sí, me gusta/me encanta... (Yes I like/love...) ¿Qué deporte te gusta? (What sport do you like?) No, no me gusta/odio ... (No, I don't like/I hate...)

SEQUENCE OF LEARNING

- 1) Name some sports in Spanish
- 2) Say what my favourite sport is
- 3) Express my point of view about sports
- 4) Name some hobbies
- 5) Name school subjects in Spanish
- 6) Talk about my favourite school subject

INTENT

Animals including humans
Pupils will develop knowledge, skills and understanding in nutrition, muscles, bones and joints and conduct their own research to answer questions.

VOCABULARY

Animals including humans - Nutrients, nutrition, carbohydrates, protein, fats, vitamins, water, fibre, skeleton, bones, joints, endoskeleton, exoskeleton, vertebrates, invertebrates, muscles, contract, relax.
Different animals are adapted to eat different foods. Many animals have skeletons to support their bodies and protect vital organs. Muscles are connected to bones and move them when they contract. Movable joints connect bones.

SEQUENCE OF LEARNING

- 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.

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

VOCABULARY

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

SEQUENCE OF LEARNING

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 girlfriend

OUTCOME/COMPOSITE

Produce a booklet using Spanish sports, hobbies and school subjects.

OUTCOME/COMPOSITE

Animals including humans
Pupils will work with a local Vets to investigate skeletons.

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

Art: Collage

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.

Design and Technology: Food : Adapting a recipe - Sushi

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: 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.

INTENT

Pupils to explore the design of Greek pottery and to develop that style into their own design for a Greek plate or shield. They will learn the process of relief printing on black paper to producing artwork inspired by Ancient Greek potter

INTENT

Food: Adapting a recipe - Sushi
Pupils will explore the different categories of sushi and its historical roots. Pupils will design and make their own sushi.

INTENT

To recognise the key elements of music with a focus on pitch, tempo and dynamics. To also recognise and perform using ostinatos.

VOCABULARY

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

VOCABULARY

Sushi, traditional, Japanese, vinegared rice, seasoned, seafood, raw, toppings, fillings

VOCABULARY

a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer

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 LEARNING

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 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 selfportrait, a linear back-painted self-portrait and a continual line portrait.

SEQUENCE OF LEARNING

- 1: What is sushi?
To learn the different categories of sushi and explore its historical roots.
- 2: Design
To design sushi following a design brief
- 3: Making sushi
To prepare a sushi recipe using traditional techniques
- 4: Evaluation
To evaluate sushi against relevant criteria

OUTCOME/COMPOSITE

To make sushi using traditional techniques. To share their sushi meal.

SEQUENCE OF LEARNING

- 1: The singing river
To sing in two parts using expression and dynamics.
- 2: The listening river
To recognise key elements of music.
- 3: The repeating river
To perform a vocal ostinato.
- 4: The percussive river
To create and perform an ostinato.
- 5: The performing river
To improve and perform a piece of music based around ostinatos.

OUTCOME/COMPOSITE

Create and perform a piece with a variety of ostinatos and perform to another Y4 class.

• 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

Physical Education (PE): RUN-JUMP-THROW

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

RUN – JUMP – THROW, 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

Technique Rules Pacing Sprinting Jumping
Throwing Baton Changeovers

Computing: Data and information

PRIOR KNOWLEDGE

Data and Information – 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.

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.

VOCABULARY

Data, sensor, data logger, software, collecting data, viewing data, findings

SEQUENCE OF LEARNING

- 1.To Understand why posture is important in sprinting. Be able to explore world-records and know the 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 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. Pupils will successfully apply these skills at their annual Sports Day.

SEQUENCE OF LEARNING

- 1.To explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.
- 2.To explain that data gathered over time can be used to answer questions
- 3.To use a digital device to collect data automatically
- 4.To explain that a data logger collects 'data points' from sensors over time
- 5.To use data collected over a long duration to find information
- 6.To identify the data needed to answer question
- 7.To use collected data to answer questions

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.