

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



Geography: Deserts

PRIOR KNOWLEDGE

Prior knowledge – Pupils will have learnt about physical geography in previous units.

INTENT

Disciplinary focus: diversity Why are deserts located where they are?

VOCABULARY

Desert, vegetation, hydrated, dehydrated, arid, aridity, Sahara Desert, oasis, sand dunes, store, oases, semi-arid, drought, nutrients, productive, non-productive, desertification, physical, variety, overfarming, overgrazing, herd, burrow, cactus, cacti, succulents, nocturnal, chameleon, blubber, lichen, indigenous, modern, divert, yurt, portable, Great Steppe, hostile

SEQUENCE OF LEARNING

1. Are deserts always hot?
2. The Sahara Desert.
3. How are deserts formed?
4. What plants and animals live in the desert?
5. How have humans used deserts?
6. The Patagonian Desert.

OUTCOME/COMPOSITE

Why deserts are located where they are. Create a factsheet to show how climate affects the way people live.

History: Cordoba: City of Light

PRIOR KNOWLEDGE

Prior knowledge...children will have learned about Arabia and Islam Islamic civilisations (2) Muslim Cordoba

INTENT

Disciplinary focus: similarity and difference How did worlds come together in Muslim Cordoba?

VOCABULARY

Warring, Samarkand, Sind, territory, advance, caliphs, factors, inheritance, captive, pride, tolerant, Damascus, Ummayad, massacre, dynasty, Abbasids, banners, emir, Cordoba, turban, jade, lute, minaret, ancestors, splendour, Berbers

SEQUENCE OF LEARNING

1. Islam bursts out of Arabia
2. Why did Islam spread so far, so fast
3. The homesick ruler and the hall of light
4. City of learning, city of art
5. City of three religions
6. 'You have destroyed what was unique in the world'

OUTCOME/COMPOSITE

Inter class quiz (Teacher created) Explain how worlds come together in Muslim Cordoba?

Religious Education: Islam Ramadan

PRIOR LEARNING

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

INTENT

Islam 1 – Ramadan Key Question: What does Ramadan mean to Muslims today?

VOCABULARY

Ramadan, lunar, Jibril, suhoor, iftar, Seal of the prophets, Muhammad, scriptures, Qur'an, imam, zakat, Sawm, Hadith, muezzin, salah, Khatam, madrasa,

SEQUENCE OF LEARNING

1. The crescent Moon
2. The holiest month
3. Masuma's Ramadan
4. Fasting, faithing and community
5. Zerrin's Ramadan
6. Eid ul-Fitr

OUTCOME/COMPOSITE

Explain what Ramadan means to Muslims today. Create a poster about what Ramadan means to Muslims today.

Spanish (MFL)

PRIOR KNOWLEDGE

Children have a good knowledge of Spanish vocabulary surrounding numbers, colours, hobbies and family members.

INTENT

Name weather conditions and seasons. Name and locate the main cities in Spain. Describe the forecast with weather conditions and temperatures. Pronounce the vocabulary accurately. Recognise the vocabulary when written. Show understanding when hearing the words. Label the pictures, using matching activities. Take part in a role play (present the forecast with a partner). Ask someone how the weather is. Answer the question appropriately

VOCABULARY

Key Vocabulary:

el tiempo (the weather forecast) En (city), ... (In (city), it...)
hace sol (it is sunny) Days of the week
hay nubes (it is cloudy) España (Spain) hace calor (it is hot) (Main cities in Spain) hace frío (it is cold) el invierno (winter) llueve (it is raining) la primavera (spring) nieva (it is snowing) el verano (summer) hay viento (it is windy) el otoño (autumn) hay niebla (it is foggy) hay (there is) hay tormenta (it is stormy) las estaciones (the seasons) Numbers 0-30 ¿ Qué tiempo hace hoy ? (How is the weather today?) Hoy (Today...)
Hace (number) grados. (It is (number) degrees.)
¿ Qué tiempo hace en la primavera/el verano/el otoño/el invierno ? (How is the weather in spring/summer/autumn/winter?)
En la primavera/el verano/el otoño/el invierno, ... (In spring/summer/autumn/winter, it...)
Buenos días, voy a presentar el tiempo de hoy. (Good morning , I'm going to present today's forecast.)

SEQUENCE OF LEARNING

1. Name the different weather conditions
2. Name seasons
3. Name cities in Spain
4. Describe the forecast

Science: N/A

PRIOR KNOWLEDGE

INTENT

VOCABULARY

SEQUENCE OF LEARNING

PSHE: Changing Me

PRIOR KNOWLEDGE

The male and female body needs to change at puberty so their bodies can make babies when they are adults
• some of the outside and inside changes that happen during puberty.

INTENT

Pupils will...
revisit bodily changes at puberty with some additional vocabulary, particularly around menstruation; learn about sanitary health, including introducing pupils to different sanitary and personal hygiene products; be introduced to conception and sexual intercourse in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm

VOCABULARY

Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions.

SEQUENCE OF LEARNING

1. To discuss the concept of 'Unique Me'
2. To label the internal and external parts of male and female bodies that are necessary for making a baby
3. To discuss how girls change during puberty

4.To consider the 'Circles of Change' and how it applies to their life
5.To discuss changes that have been and may continue to be outside of their control that they learn to accept

OUTCOME/COMPOSITE

Children to create and host a small weather forecast style video in Spanish to tell others about the weather locally.

OUTCOME/COMPOSITE

OUTCOME/COMPOSITE

Pupils will...
Know the names of the different internal and external body parts that are needed to make a baby

Know how the female and male body change at puberty

Physical Education (PE): AIM –STRIKE-RETRIEVE

Computing: Creating Media - Animation

MUSIC: Developing singing technique (Theme: The Vikings)

PRIOR KNOWLEDGE

Pupils will be able to play small sided striking and fielding games, they will be able to react to retrieve the ball with speed and be able to roll the ball back to the target with accuracy and the desired power.

PRIOR KNOWLEDGE

Year 3 Creating Media – Animation -This unit progresses students' knowledge and understanding of using digital devices to create media including adding audio to a digital image file/animation.

PRIOR KNOWLEDGE

- 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.

INTENT

In AIM – STRIKE - RETRIEVE, pupils will acquire and develop fundamental skills to be able to play a variety of striking and fielding activities.

INTENT

Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple

INTENT

To sing confidently with others with good recognition of pitch.

tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.

VOCABULARY

Underarm throw Overarm throw catching deep fielded post bases teamwork rules

VOCABULARY

Input device, microphone, output device, speaker, digital audio, copyright, podcast

VOCABULARY

composition, melody, notation, tempo, minim, crotchet, quaver, semibreve, dotted crotchet. coordinated, disciplined

- The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- Different notes have different durations, and that dotted crotchets are worth one and a half beats.
- 'Reading' music means using how the written note symbols look and their position to know what notes to play.
- Written music tells you how long to play a note for

SEQUENCE OF LEARNING

1. To recap skills learnt in the React- Retrieve – Roll unit from Year 3.
2. To be able to consistently bat a ball off a stationary 'T'.
3. To be able to hit a stationary ball and adjust the power and direction as requested.
4. To understand the safety rules involved when batting and be able to bat using the correct technique.
5. To be able to apply batting skills in small, sided games.
6. To be able to apply skills in games in line with the rules of the game.

SEQUENCE OF LEARNING

1. I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
2. To identify that sound can be recorded
3. To explain that audio recordings can be edited
4. To recognise the different parts of creating a podcast project
5. To apply audio editing skills independently
6. To combine audio to enhance my podcast project
7. To evaluate the effective use of audio

SEQUENCE OF LEARNING

- 1: Here come the Vikings!
To sing in time with others
- 2: Sing like a Viking
To sing in time with others
- 3: Viking notation
To recognise simple rhythmic notation by ear and by sight.
- 4: Viking battle song
To use simple rhythmic notation to compose a Viking battle song.
- 5: Perform like a Viking
To perform music with confidence and discipline.

OUTCOME/COMPOSITE

Pupils will be able to play small, sided striking and fielding games. They will be able to strike the ball and be able to use a short barrier to stop the ball. Pupils will have an increased understanding of the use of tactics in the games.

OUTCOME/COMPOSITE

This unit progresses students' knowledge and understanding of creating media, by focusing on the recording and editing of sound to produce a podcast. Following this unit, learners will explore combining audio with video in the 'Video editing' unit in Year 5.

OUTCOME/COMPOSITE

Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion and perform to a Y4 class in another school.

Design and technology: Mechanical systems: making a slingshot car

PRIOR KNOWLEDGE

Pupils can:

Draw accurate diagrams with correct labels, arrows and explanations.

Correctly identify definitions for key terms.

Identify five appropriate design criteria.

Communicate two ideas using thumbnail sketches.

Communicate and develop one idea using an exploded diagram.

Select appropriate equipment and materials to build a working pneumatic system.

Assemble their pneumatic system within the housing to create the desired motion.

Create a finished pneumatic toy that fulfils the design brief.

INTENT

Mechanical systems: making a slingshot car.

Pupils will design and make their own slingshot car

VOCABULARY

Chassis, energy, kinetic, mechanism, air resistance, design, structure, graphics, research, model, template

SEQUENCE OF LEARNING

1: Chassis and launch mechanism

To build a car chassis

2: Designing the car body

To design a shape that reduces air resistance

3: Making the car body

To make a model based on a chosen design

4: Assembly and testing

To assemble and test my completed product

OUTCOME/COMPOSITE

To design and make an aerodynamic slingshot car

