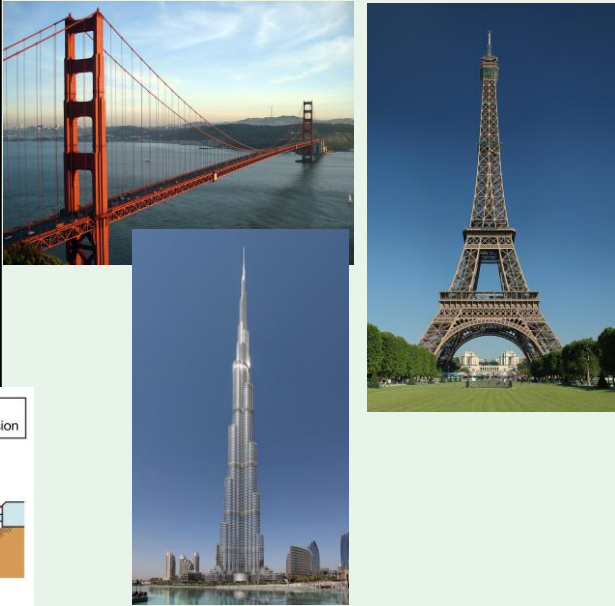


Year 4: The big build

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will know:
investigation	A quest to find the answer using scientific method	<ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use straightforward scientific evidence to answer questions or to support their findings. 	What are the strongest shapes for bridge pillars?
fair test	A test which only changes one variable at a time in order to achieve accurate results		How do bridges support weight?
Arch bridge	A bridge with a curved arch to support its structure.		How can we stop towers from falling down?
Beam bridge	Bridges using large pillars to hold up the structure.		How are large structures supported?
structure	A building or object constructed out of several parts.		
Suspension bridge	A bridge where the structure is supported by vertical cables.		
tower	A tall narrow building that often reaches great height.		
construct	To build or make something.		



Why was Ancient Greek civilisation so important?

Subject Specific Vocabulary	
philosophy	Philosophy is a way of thinking about the world, the universe, and society.
Athenians	It is the birth place of democracy and the heart of the Ancient Greek civilisation.
Spartans	The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.
democracy	Democracy means allowing citizens to make their own decisions for their personal lives.
Olympics	The ancient Olympic Games were originally a festival, or celebration of Zeus.
plague	The plague of Athens was an epidemic illness that devastated the city.
truce	A truce is when two fighting sides declare peace or a break in the war.
Zeus	The supreme god of the Olympians, Zeus was the father of Perseus and Heracles.
loincloth	A single piece of cloth wrapped round the hips, typically worn by men in some hot countries as their only garment.
Apollo	Apollo was the god of music, truth and prophecy.
sacred truce	A special truce called whilst the Olympics were taking place.
temple	A building devoted to the worship of a god or gods.



Where is Greece?

By the end of this unit, I can answer these questions:

- Where was ancient Greece?
- Who did the Ancient Greeks Worship?
- What was life like in Athens?
- What was it like to be a Greek soldier?
- How did the Greeks build democracy?
- What were the first Olympics like?

- ## Key Skills
- Sequence the order things that may have happened on a timeline.
 - Select more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
 - Explain the role that archaeologists have had in helping us understand more about what happened in the past.
 - Use research skills to synthesise knowledge about the time period.

Year 4: Art – 3D Sculpture Knowledge Mat

Subject Specific Vocabulary

Sculpture	The art of making a three dimensional form usually through carving stone or wood, metal, clay or plaster.
Clay	A stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics.
Mod-roc	Plaster bandages often used to create sculptures or 3D work.
Score	A notch, line or cut etched into a surface.
Slip	A creamy mixture of clay, water, and typically a pigment of some kind, used especially for decorating earthenware.
Structure	The arrangements between a range of parts creating a larger more complex piece.
Malleable	A material that is able to be moulded and pressed into shape without breaking or cracking.

Sticky Knowledge about Sculpture

- Understand how a range of sculpting materials can be used to create 3D artwork.
- Different pieces of clay can be joined together to create a larger sculpture.
- Know how to correctly score and join various clay components together.
- Clay is a soft material and can be easily worked and shaped.



Key Skills

- Plan, design and make models from observation or imagination.
- Join clay adequately and construct a simple base for extending and modelling other shapes
- Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object

Key Artists

- Karen Dodd
- Joanna Mozdzen
- Johnson Tsang



Year 4 DT Knowledge Mat – Food and nutrition (Greek food)

Subject Specific Vocabulary		Key Skills	Sticky Knowledge
Diet	The types of food a person or community eat.	<ul style="list-style-type: none"> • Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision). • Know that food is grown, reared and caught in UK, Europe and Wider World. • To now that a healthy diet is made up from a variety and balance of different foods and drinks. • To know that to be active and healthy, food and drink are needed to provide energy. 	<ul style="list-style-type: none"> ❑ When working with food, you need to clean surfaces and your hands thoroughly to avoid spreading germs. ❑ When using sharp objects like knives, you need to keep your hands safely away from the sharp blades. ❑ You should not mix different types of foods on the same cutting mats e.g. raw meat and dairy. ❑ When cooking food, you need to use the right time and temperature, otherwise things will be raw.
Cut	To make an opening or incision.		
Knife	An item of cutlery / tool for preparing food.		
Preparation	Getting the food or workspace ready for use.		
Work surface	The space used to prepare, cook and make food.		
Chopping	To cut something into small pieces.		
Slicing	To cut something into smaller thinner slices.		
Germs	Microorganisms that can cause illness.		
Organic	Food grown and produced without fertilizers or chemicals.		
Produce	Agricultural and natural food products.		



Year 4: PE - Athletics

Subject Specific Vocabulary – Key words

Arms	Power
Direction	Coordination
Bend knees	Arms
Drive	Balance
ball	Push
Straight arms	Grip
Pacing	Stride length
Breathing	Grip
Stance	Release
Pump arms	Bend knees
Arms forward	Arm past head
Elbow first followed by the hand holding the javelin	



Key Skills - Objectives

Learn the correct technique for running a short distance at speed

Understand what the best technique to jump effectively is

Learn how to perform the push pass and generate power

Understand what pacing is and the importance of pacing when running long distances

To understand and perform the correct technique required to throw a foam javelin



Key Athletic Events

The Olympic Games are held every 4 years. The 2020 Tokyo games have been postponed until 2021 because of the Covid-19 epidemic

The Commonwealth Games are for members of the Commonwealth Countries – the last games was held on the Australian Gold Coast in 2018. The next games is due to be held in Birmingham in 2022

Famous People/Teams

Sir Mo Farrah (England - distance runner)

Usain Bolt (Jamaica - sprinter)

Valerie Adams (New Zealand - Shot put)

Greg Rutherford (England – long jump)

Jonnie Peacock (England – para athlete)

David Weir (England – wheelchair marathon)

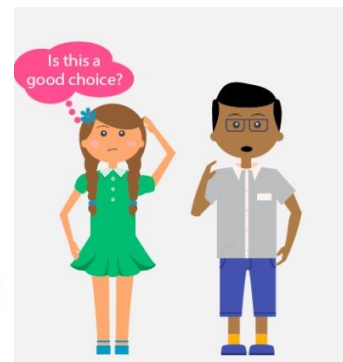


Year 4 : PSHE – Keeping myself safe


Subject Specific Vocabulary	
Risk	An action taken in a hazardous situation
Danger	Something that will definitely cause harm.
Hazard	Something that could cause harm.
Dare	Something somebody may ask you to do in a pressured situation.
Peer Pressure	The influence of a social group to make someone do or not do something.
Physical health	The care of our bodies for optimal health and functioning.
Mental health	How we think, feel and act
Medicine	A preparation or treatment for the prevention of illness or disease.
Drug	A medicine or substance that has an effect on the body when taken or ingested.
Addiction	Being so involved in an activity that you are unable to stop.

Key Skills
To know what good physical health means and how to recognise the signs of illness.
To understand that mental health can also be impacted by activities, and should also be cared for.
Identify the risks associated with drugs common to everyday life.
Understand that drugs common to everyday life can affect health and wellbeing.
To understand what types of images are and are not safe to share online.
To know that it is ok to say no if something makes you feel uncomfortable or someone wants you to do something you don't want to do.

Sticky Knowledge about Keeping myself safe
Medicines and vaccinations can help people stay healthy and manage allergies.
Drugs can have a range of impacts on your life.
Some drugs such as medicine have a positive purpose, while others do not.
For some people, using drugs can become a habit which is very difficult to break.
In social situations, some people often feel pressured to do things they don't want to or are not comfortable with.
It is just as important to take care of your mental wellbeing as your physical wellbeing.

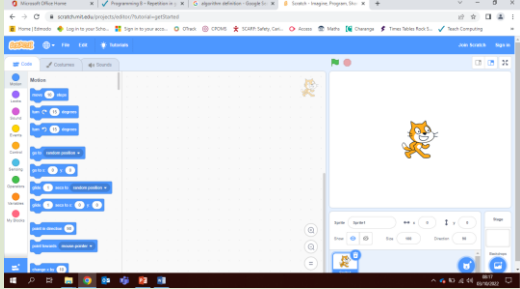


Year 4 RE: Christianity – Do people need to go to church to show they are Christians?

Subject Specific Vocabulary		Lines of enquiry:	Key Skills
Worship	To show love and respect for a chosen god/gods.	Wy are different places special to different people?	<ul style="list-style-type: none"> Describe the variety of practices and ways of life in different religions. verbal and non-verbal actions are used to convey meaning. Describe and explain the main rituals within acts of worship and recognise that shared feelings are part of it. Describe a variety of practices and ways of life and how these are connected to beliefs Understand the different ways in which people show commitment to their faith.
Baptism	Where a person is immersed in water to symbolise them becoming purified and a part of the church.	Why do Christians go to church?	
		What is the Holy Communion?	
Eucharist	The Christian service commemorating the last supper, where church members eat bread and drink wine that represents Jesus.	What does Jesus tell Christians about worship and prayer?	
Holy Communion	Another name for the Eucharist,		
Commandment	A divine rule, often used to refer to the 10 commandments.		












Year 4 : Programming B – Repetition in games (ICT)

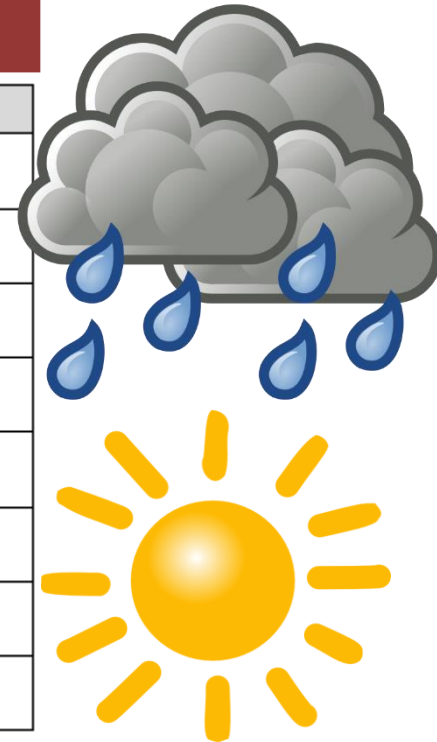
Subject Specific Vocabulary		Software and Tools	Lines of enquiry about repetition in games
Input	Information put into a computer system.	Scratch – coding and programming software. 	How can I use loops to create shapes?
Output	The result of something that leaves a computer system.		What different loops can I code?
Loop	A program of instructions that is repeated.		How can I animate my own name?
Code	Program instructions.		How can I modify a game?
Sprite	A computer graphic that can be moved and edited on screen.		What game will I create?
Event	An action in a program that begins or ends a process.		How will I code my game?
Modify	To make changes and improvements to a program.		Unit Overview: Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.
<u>E-Safety (Project evolve)</u> Online Reputation I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.			

Year 4: Spanish – What is the weather?

Subject Specific Vocabulary

Spanish	English
¿Qué tiempo hace?	What is the weather?
 Está lloviendo.	It is raining.
 Está nevando.	It is snowing.
 Hay tormenta.	There is a storm.
 Hace sol.	It is sunny.
 Hace mucho viento.	It is windy.
 Hace buen tiempo.	The weather is fine.
 Hace mal tiempo.	The weather is not good.

Spanish	English
 Hace frío.	It is cold.
 Hace calor.	It is hot.
En el norte de España...	In the north of Spain...
En el sur de España...	In the south of Spain...
En el centro de España...	In the centre of Spain...
En el oeste de España...	In the west of Spain...
En el este de España...	In the east of Spain...
el clima	the weather

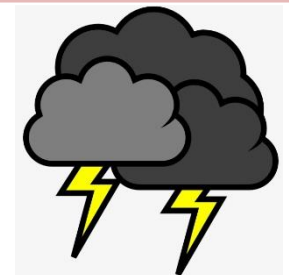


By the end of this unit I will be able to answer:

- What different types of Weather are there?
- What is the weather like outside today?
- What is the weather like in different places?
- How would I ask for more than one item?

Key skills:

- Repeat and recognise the vocabulary for weather in Spanish.
- Ask and say what the weather is like today.
- Create a Spanish weather map.
- Describe the weather in different regions of Spain using a weather map with symbols.



Year 4: Music – How does music connect us to our environment?



Key Skills (Lesson Learning) Children will be:

- Find and keep a steady beat in the time signatures of: 2/4, 3/4 and 4/4.
- Recognise and copy back rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.
- Copy back melodic patterns using the given notes in the key of C major.
- Recognise the sound and notes of the pentatonic scale by ear and from notation.
- Describe legato and staccato.
- Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.
- Rehearse and learn songs from memory and/or with notation.
- Sing in different time signatures: 2/4, 3/4 and 4/4.
- Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.
- Demonstrate good singing posture.
- Demonstrate vowel sounds, blended sounds and consonants.
- Read and perform pitch notation within a range.
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.
- Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.
- Improvise over a simple chord progression.
- Improvise over a groove.
- Create a melody using crotchets, minims, quavers and their rests.
- Use dynamics.
- Use a pentatonic scale.
- Reflect on the performance and how well it suited the occasion.
- Discuss and respond to any feedback; consider how future performances might be different.

Subject Specific Vocabulary

Gospel	Music that is Christian and sung with rich harmony and call and response
Harmony	Different notes sung or played at the same time to produce chords
Call and response	A solo person sings or plays and the rest of the performers sing or play a different musical idea.
Texture	Layers of sound in music.
Style	The type of music that is performed.
Syncopation	Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places
Acapella	Singing without instruments.

Sticky Knowledge

Gospel music is:

- Passionate, uplifting lyrics about God, heaven and salvation.
- A strong solo vocalist supported by a choir or instrumental accompaniment.
- Often includes instruments such as drum kit, electric bass and keyboard or Hammond organ.
- Use of syncopated rhythms and a faster tempo than traditional hymns or Spirituals.

Romantic music is:

- A very dramatic performance style, much more expressive than Classical and Baroque music, with huge, dynamic and emotional contrasts.
- Long, sweeping melodies.
- Use of a very large symphony orchestra, with a much thicker and richer sound overall.
- The composer uses music to tell a story. This is called programme music.

20th and 21st century orchestral music is:

- Any style or combination of styles can be performed by an orchestra, in any context.
- Any instrument can be included in the orchestra, including amplified instruments, electronic instruments and audio effects.
- Use of harmonies, melodies and rhythms that weren't heard in earlier styles of orchestral music.
- Use of vocal and instrumental performance techniques that weren't heard in earlier European orchestral styles.

