

# Year 4: Art – Experimenting with Colour Knowledge Mat

Subject Specific Vocabulary	
<b>Primary colour</b>	Primary colours are basic colours that can be mixed together to produce other colours. They are usually considered to be red, yellow, blue, and sometimes green.
<b>Secondary colour</b>	A secondary colour is a colour made by mixing of two primary colours in a given colour space.
<b>Tertiary colour</b>	A colour produced by an equal mixture of a primary colour with a secondary colour adjacent to it on the colour wheel.
<b>Mixing</b>	combine or put together
<b>Proportion</b>	Proportion describes the size, location or amount of one element in relation to another.
<b>Tint</b>	Where white is added to a colour in varying degrees to create a lighter appearance.
<b>Shade</b>	Where black is added to a colour in varying degrees to create a darker appearance.


Sticky Knowledge
<input type="checkbox"/> Know that colour and different techniques can create mood and feeling.
<input type="checkbox"/> Know that red, yellow and blue are the primary colours.
<input type="checkbox"/> Know that secondary colours can be made by mixing: red + yellow = orange blue + yellow = green blue + red = purple
<input type="checkbox"/> Know how to mix the tertiary colours.
<input type="checkbox"/> Identify the difference between a tint and a shade.

Key Skills
Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
Begin to choose appropriate media to work with.
Use light and dark within painting and show understanding of complimentary colours.
Mix colour, shades and tones with increasing confidence.
Work in the style of a selected artist (not copying). Possible artists: Hopper, Rembrandt

Key Artists
• Marcia Baldwin
• Jess King
• Jason DeCaires Taylor

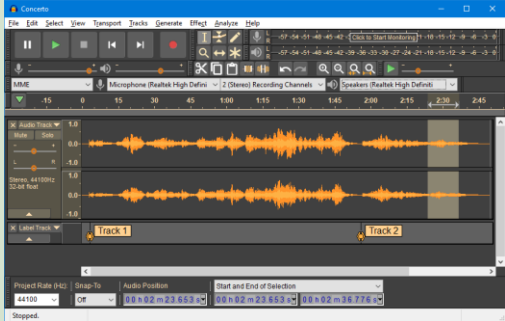



# Year 4: How can we save our oceans?

Subject Specific Vocabulary			Key Skills
<b>abyss</b>	A deep or seemingly bottomless void.		<p style="text-align: center;"><b>Sticky Knowledge about Oceans</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The surface of the planet is 71% water.</li> <li><input type="checkbox"/> There are 5 oceans of the world: The Arctic, Atlantic, Indian, Pacific and Southern.</li> <li><input type="checkbox"/> The word 'ocean' comes from Greek, meaning 'great stream'.</li> <li><input type="checkbox"/> Over 70% of the oxygen in the world is released from the ocean.</li> <li><input type="checkbox"/> Around 8 million pieces of plastic pollution enter our water ways each day.</li> </ul>
<b>activist</b>	A person who campaigns to bring about political or social change.		
<b>ocean</b>	A very large expanse of sea.		
<b>pollution</b>	Introduction into the environment of a substance which has harmful or poisonous effects.		
<b>recycle</b>	Convert (waste) into reusable material.		
<b>reef</b>	A ridge of jagged rock, coral, or sand just above or below the surface of the sea.		
<b>sustainable</b>	The ability to be maintained at a certain rate or level.		
<b>tide</b>	The alternate rising and falling of the sea, due to the attraction of the moon and sun.		
<b>trench</b>	A long, narrow, deep depression in the ocean bed		



# Year 4 : Creating media – Audio production (ICT)

Subject Specific Vocabulary		Software and Tools	Lines of enquiry about audio production
Input	Information put into a computer, in this case, via a microphone	<p>Audacity: - audio creating and editing software.</p>  	How can we record things digitally?
Output	A place where information leaves a system, such as speakers or headphones.		How can we record sounds in different ways?
Copyright	Exclusive legal rights to an image or piece of property.		What is a podcast?
Layers	Multiple sounds or audio files put together to create one piece.		How can we edit digital recordings?
Podcast	An audio file available on the internet, typically available as a series where people discuss a range of topics.		How can we combine audio files?
Sound effect	A sound other than speech made artificially for use in media.		How does my podcast sound?
Trimming	To alter something by removing parts that are not required.		<p>Unit Overview: 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 tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>
Export	To transfer data in a format that can be used by other programs.		
<p><u>E-Safety (Project evolve)</u></p> <p>Copyright and Ownership When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images</p>			

# Year 4: Music – How does music improve our world?



Subject Specific Vocabulary	
Chord	More than one note played at the same time.
Bridge	middle 8 Contrasting section which leads back to main material.
Coda	Short section which brings the song or piece to an end
Notation	Ways to visually represent music.
Recurring theme	A tune that repeats again and again in a piece of music.
Minim	A note which lasts two beats.
Crotchet	A note which lasts one beat.
Quaver	A note which lasts half a beat.
Improvise	To make up rhythms and melodies on the spot.
Major	A key with a bright/happy sound
Minor	A key with a dark /sad sound



## Sticky Knowledge

Disco music has:

- A strong, simple drumbeat with a bass drum playing on each beat of the bar.
- Repeating melodies and chord progressions, played by trumpets, saxophones and trombones (horn section) over the top of rhythm guitars and a syncopated bassline.
- Use of electronic instruments, including drum machines and synthesizers.
- Use of a string section playing punchy melodies and stabs

Musicals have:

- Very expressive style, with strong melodies, lively rhythms and rich, dramatic orchestration.
- Lyrics are delivered in a mixture of speaking and singing.
- The music follows the mood of the storyline.

Folk music has:

- Melodies and rhythms relate directly to the wider culture they come from.
- Lyrics are sung in the languages and accents local to the singer(s).
- Songs express the emotions, humour and stories of the cultures they come from

20<sup>th</sup> and 21<sup>st</sup> century Orchestral music has:

- 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.

## Key Skills (Lesson Learning) Children will be:

- Internalise and move in time with a steady beat in 3/4 time
- Copy back rhythms from memory
- Listen to the rhythms provided and create a rhythmic answer.
- Listen to and copy back three-note melodic patterns using the notes G, A, B with notation
- Listen to the melodic patterns and create a simple melodic answer.
- Create melodic patterns using rhythmic combinations of G and A.
- Begin to understand the importance of warming up your face, body and voice
- Copy back melodic patterns using voices
- Share your thoughts and feelings about the music
- Analyse, explore and discover the song/piece's musical concepts and style
- Place the song/piece in its historical, cultural and global context
- Understand the emotion/feeling/intent of the song
- Understand the importance of vocal warm-ups
- Singing as part of an ensemble or large group is fun, but you must listen to each other
- To rehearse and perform their part within the context of the Unit song
- To listen to and follow musical instructions from a leader
- Learn to treat instruments carefully and with respect



# Year 4: PE – Dance

## Subject Specific Vocabulary – Key words

Improvise	Creative
Energy	Levels
Speed	Direction
Canon	Unison
Formations	Shapes
Symmetry	Stillness
Start/finish	Relationships
Timing	Control
Accuracy	

## Local Clubs

AMG Dance
Caterpillar Dance School
Razzamataz Medway

## Key Skills - Objectives

To learn how to be creative when exploring basic movement patterns using travel and floor patterns
To develop ways to respond to different stimuli different directions, levels and dynamics
Pupils link movements together in a small group
To learn to use stage directions in their dances to make them more creative and aesthetically pleasing
To develop their use of formations in dance to make it more creative and nice to watch
To learn how to make formations flow in smooth and controlled way using unison, canon and different levels
To learn how to create a clear beginning, middle and end to their routines by using stillness, different levels, directions and symmetrical shapes

## Team Work / Fair Play

Watch other routines and peer assess, what went well? What could they develop next time?
Help those that may be struggling to learn a move.
Stay silent whilst another group are performing as a sign of respect.
If the group is struggling, stay in one formation for the entirety of the dance.

## Famous People/Teams

Diversity
Fred Astaire
Gene Kelly
Twist and Pulse



# Year 4: PE - Tennis

## Subject Specific Vocabulary – Key words

Low to high	Step in
Stance	Backhand
Underarm serve	Forehand
Volley	Ready position
Referee	Net
Timing	Serve

## Key Skills - Objectives

- To develop their forehand return shot in tennis
- To develop their understanding of the backhand return shot
- To understand how to serve in tennis
- To develop the underarm serve in tennis to begin a game
- To learn how to perform a volley shot and when to use it in a game of tennis

## Rules of the game

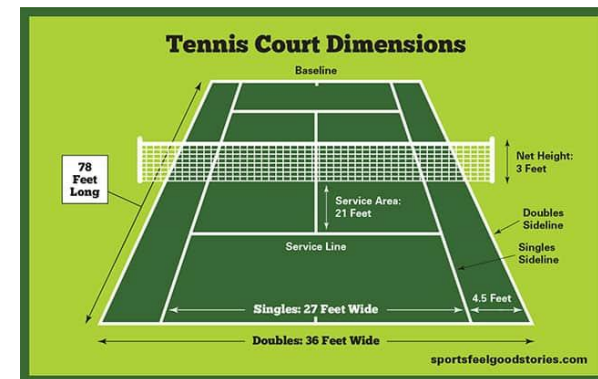
- Ball can only bounce once after going over the net
- Ball should land within the designated area

## Team Work / Fair Play

- Working together
- Taking turns
- Following the rules

## Famous People/Teams

- Roger Federer
- Andy Murray
- Johanna Konta
- Serena Williams
- Gordon Reid (Wheelchair Tennis)



# Year 4 : PSHE – Valuing difference

Subject Specific Vocabulary	
Negotiation	A discussion aimed at reaching an agreement.
Compromise	An agreement made by two or more groups that make concessions.
Personal space	The physical space around someone. Encroaching on this can make them feel threatened or uncomfortable.
Gender	Often used to describe male female or other identities.
Race	Often used to identify someone's skin colour or where they are from.
Racism	Deliberate acts of unkindness or violence towards people because of their skin colour.
Respect	An understanding and appreciation of someone or something, treating them as equal.
Bullying	To emotionally, verbally or physically seek to harm or distress somebody.
Community	A group of people who share common goals, ideals or characteristics.
Compassion	Concern and care for the wellbeing and lives of others.
Stereotype	A widely held but not always true view or opinion of someone or something.

Key Skills
Recognise the differences between themselves and others.
Identify what they have in common with other people.
Understand that some people are treated differently because of their differences.
Recognise that they belong to different communities, as well as the school community.
Understand the different age groups that make up and contribute to a community.
Know about the individuals and groups in the local community that help, including through volunteering and work.



**How Our Differences  
Can Make Us Stronger**



## Sticky Knowledge about Valuing difference

Everybody on this planet is different and unique.

People have different races, genders, faiths and beliefs.

We often have a lot in common with other people.

It is important to be respectful of people's differences and similarities.

Respect, trust and mutual interest are all important parts of building healthy, lasting relationships.

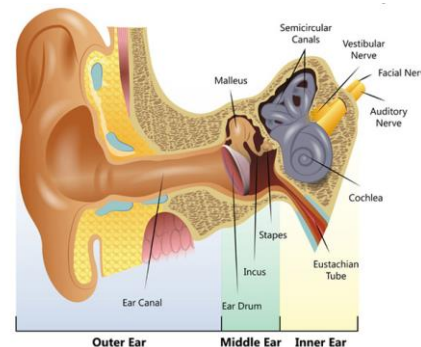
People often have stereotypes, or things that they believe about different groups of people. These are often incorrect and can be offensive.





# Year 4: Sound Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	Sticky Knowledge about Sound
<b>vibrating</b>	Sound is caused by the vibration of a medium (usually air) and it travels in waves.	<ul style="list-style-type: none"> <li>❑ Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>❑ Setting up simple practical enquiries, comparative and fair tests</li> <li>❑ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>❑ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>❑ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>❑ Using straightforward scientific evidence to answer questions or support their findings</li> </ul>	<ul style="list-style-type: none"> <li>❑ Sound travels with a speed of 767 miles per hour but it cannot travel through a vacuum.</li> <li>❑ Sound comes from vibrations. These vibrations create sound waves which move through mediums such as air and water before reaching our ears.</li> <li>❑ Dogs can hear sounds at a higher frequency than humans.</li> <li>❑ Our ear drums vibrate in a similar way to the original source of the vibration, allowing us to hear many different sounds.</li> <li>❑ When traveling through water, sound moves four times faster than when it travels through air.</li> <li>❑ Sound is used by many animals to detect danger, warning them of possible attacks before they happen.</li> <li>❑ The loud noise you create by cracking a whip occurs because the tip is moving so fast it breaks the speed of sound!</li> </ul>
<b>pitch</b>	A high sound has a high pitch and a low sound has a low pitch. A tight drum skin gives a higher pitched sound than a loose drum skin.		
<b>volume</b>	Volume is the perception of loudness from the intensity of a sound wave. The higher the intensity of a sound, the louder it is perceived in our ears, and the higher volume it has.		
<b>insulation</b>	Protecting something by surrounding it with material that reduces or prevents the transmission of sound.		
<b>outer, middle and inner ear</b>	The ear is made up of three different sections: the outer ear, the middle ear, and the inner ear. These parts all work together so you can hear and process sounds.		
<b>cochlea</b>	The cochlea looks like a spiral-shaped snail shell deep in your ear. It plays an important part in helping you hear.		
<b>auditory</b>	Auditory is close in meaning to acoustic, but auditory usually refers more to hearing than to sound.		
<b>frequency</b>	Frequency is measured as the number of wave cycles that occur in one second.		
<b>hammer</b>	The ear has little bones called ossicles that help you hear. They are called the hammer (malleus), anvil (incus), and stirrup (stapes). They amplify the sound or make it louder.		



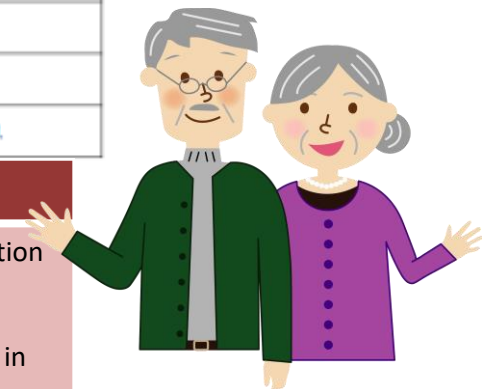


# Year 4: Spanish – My family

## Subject Specific Vocabulary

Spanish	English
la familia	the family
el padre / el papá	the father / the dad
la madre / la mamá	the mother / the mum
el hermano	the brother
la hermana	the sister
el abuelo	the grandfather
la abuela	the grandmother
el tío	the uncle
la tía	the aunt
el padrastro	the stepfather
la madrastra	the stepmother
el hermanastro	the stepbrother / halfbrother
la hermanastra	the stepsister / halfsister
el hijo	the son
la hija	the daughter
el primo	the cousin (male)
la prima	the cousin (female)
los padres	the parents

Spanish	English
los abuelos	the grandparents
los hermanos	the siblings/ brothers and sisters
mi, mis	my
¿Tienes hermanos?	Do you have any brothers or sisters?
Si, tengo un hermano.	Yes, I have a brother.
Si, tengo una hermana.	Yes, I have a sister.
Si, tengo dos hermanos.	Yes, I have two brothers.
Sí, tengo dos hermanas.	Yes, I have two sisters.
No, soy hijo único.	No, I am an only child. (boy)
No, soy hija única.	No, I am an only child. (girl)
¿Cómo te llamas?	What is your name?
¿Cómo se llama tu [family member] ?	What is your [family member]'s name?
Me llamo...	My name is...
Se llama...	His/her name is...
¿Cuántos años tienes?	How old are you?
¿Cuántos años tiene ____?	How old is ____?
Tengo ____ años.	I am ____ years old.
Tiene ____ años.	He/she is ____ years old.



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

- How do I say who is in my family?
- How do I ask people who is in their family?
- Do I have any brothers or sisters?
- Who is in my wider family?

### Key Skills:

- Identify family members and their corresponding definition in English
- Explain whether I am an only child or if I have siblings.
- Ask people who is in their family, and tell people who is in my own family