



## Fowey Primary School: Half termly Overview

### Year 4 Spring 2

#### Science: States of matter

**Intent:** Children will compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).

They will also identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

#### Sequence of lessons:

1. Can I understand what the particles in a solid look like?
2. Can I identify a substance as a liquid?
3. Can I identify a substance as a gas?
4. Can I identify the role of temperature in changing states of matter?
5. Can I develop an understanding of the water cycle and how it works?

#### Key Vocabulary:

Solid, liquid, gas, state changing, melting, freezing, boiling, evaporation, temperature, water cycle.

**Impact:** Children can explain how substances differ according to their states and identify the role of temperature in changing and reversing substances' states of matter, making links to the water cycle.

#### History: Persia and Greece

**Intent:** Pupils will learn about the empires of Greece and Persia, compare their similarities and differences and understand the different wars that took place between the two empires

#### Sequence of lessons:

1. The king of kings
2. The Persian Empire
3. The Greek city states
4. Greek gods and goddesses
5. The Greek language and The Iliad.
6. The Greek and Persian wars

**Key Vocabulary:** Persia, empire ancient, Greek, city states, Sparta, Athens, Homer's Iliad, Greco-Persian wars, Marathon, Thermopylae, Salamis, Peloponnese War,

**Disciplinary focus:** similarity and difference  
What did Greek city-states have in common?  
Greek religion – gods and goddesses.

**Impact:** Filmed debate – which is the most memorable battle from this period?

#### Geography: Agriculture

**Intent:** Pupils learn how to notice and understand the ways in which different aspects of the world affect each other. We look at interactions within the human world (e.g. people's choices of fruit affect the crops farmers grow). We look at interactions within the physical world (e.g. a food chain in a forest. We look at where the food we eat comes from. We look at how farms affect the landscape (interaction between the human and physical world).

#### Sequence of lessons:

1. What is agriculture
2. Arable farming
3. Pastoral farming
4. How does farming change the landscape?
5. How does our food affect farming?
6. Sheep farming in Wales.

**Key Vocabulary:** agriculture, processed, distributed, arable, farming, pastoral farming mixed farming, growing season, harvest, ripen, growing season, plough, graze, grazing, dairy farmers, manure, marshlands, forests, hedges, yield fertilisers pesticides organic food seasonal food local food vegetarian vegans, flocks sheepdogs, shorn wool

**Impact:** Pupils learn how to notice and understand the ways in which different aspects of the world affect each other.

#### RE: Abraham, Isaac and Jacob.

**Intent:** To understand fundamental stories within Judaism such as the story of Abram and Sarai, The story of Isaac and the story of Rachel.

#### Sequence of lessons:

1. The Hebrew Bible
2. The story of Abram and Sarai
3. Abram becomes Abraham
4. Abraham and his son, Isaac
5. The story of Isaac and Rebekah
6. The story of Jacob and Rachel

**Key Vocabulary:** Jewish, Jew, Hebrew, Bible, Abraham, Abram, inheritance, Promised Land, famine, deceived, covenant, Sarah, Isaac angels, ram, dependable, draw water, comforted, Jacob, Esau, inherit, birthright, ladder.

**Impact:** Pupils learn key stories in the Hebrew Bible.



Year 4 Autumn

**DT- Cooking and Nutrition:  
Adapting a recipe**

**Intent:**

Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.

**Sequence of lessons:**

Can I explain the advantages and disadvantages of different types of fastening type?

Can I design a product to meet design criteria?

Can I make and test a paper template?

Can I assemble a book jacket?

**Key Vocabulary:**

Criteria, fabric, fastening, fix, mock-up, stitch, template

**Impact:** Identify the features, benefits and disadvantages of a range of fastening types. Write design criteria and design a sleeve that satisfies the criteria. Make a template for their book sleeve. Assemble their case using any stitch they are comfortable with.

**Computing:**

**Intent:** Children will explore how font size and style can affect the impact of a text. They will use a simulated scenario to produce a news report. They will use a simulated scenario to write for a community campaign.

**Sequence of lessons:**

1. Font styles
2. Using a simulated scenario to produce a news report.
3. Completion of news report
4. Writing a campaign
5. Sharing a writing campaign

**Key Vocabulary:**

campaign, format, font, genre, opinion, reporter, viewpoint

**Impact:**

Children can use a computer programme and consider areas like font changing for effect to create a news report and written campaign

**PE: Dance**

**Intent:** Children will use running, jumping, throwing and catching in isolation and in combination when playing competitive games. They will also compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Sequence of lessons:**

1. To develop racket and ball control
2. To develop returning the ball using a forehand and understand when to use it.
3. To develop the backhand and understand when to use it.
4. To keep a continuous rally going showing increased technique.
5. To use and apply rules and simple tactics
6. To understand and use rules to manage a game.

**Key Vocabulary:**

Alternate, co-operative, compete, contact, continuous, court, deny, extend, rally, receiver, swing, tactic

**Impact:** Pupils can manage a game they are playing by using attacking and defending tactics when playing in a pairs tennis competition. Children can demonstrate their improved running, throwing and racket skills.

**PSHE:**

**Intent:** Children 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. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and vaping and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.

**Sequence of lessons:**

1. My friends and me
2. Group dynamics
3. Smoking
4. Alcohol
5. Healthy friendships
6. Celebrating my inner strength and assertiveness

**Key Vocabulary:** Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Vaping, Pressure, Peers, Guilt, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Opinion.

**Impact:** Children can identify the feelings that they have about their friends and different friendship groups. They recognise how different people and groups they interact with impact on them. Identify which people they most want to be friends with. They recognise negative feelings in peer pressure situations and can identify the feelings of anxiety and fear associated with peer pressure. Children can tap into their inner strength and know-how to be assertive.

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## Year 4 Autumn

### MFL: French Weather

**Intent:** Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast. The unit culminates in a French science lesson, where the children explore the water cycle and recognise scientific cognates.

#### Sequence of lessons:

1. To learn weather phrases.
2. To repeat short phrases accurately.
3. To describe the weather using points of the compass.
4. To recognise the French written words for multiples of ten.
5. To understand the water cycle in French.

#### Key Vocabulary:

il fait beau, il fait mauvais, il fait chaud, il fait froid, il pleut, il neige, il y a du soleil, il y a du vent, le nord, le sud, l'est, l'ouest

**Impact:** Use a physical response to show their understanding of six to eight weather phrases. Repeat new phrases with accurate pronunciation. Say at least two sentences intelligibly to convey the weather in a given place. Point or move in the correct direction during a compass points game. Understand and say several directions and weather sentences. Place weather symbols in the correct locations on a map. Match at least three temperature numerals and words correctly. Say the correct number for a temperature. Show an understanding of the water cycle and relevant cognates in both English and French.

### Music: Haiku, music and performance

**Intent:** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

#### Sequence of lessons:

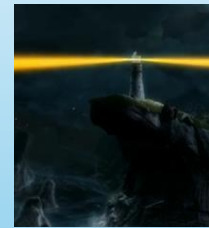
1. To describe the Hanami festival using suitable words and sounds.
2. To represent a blossom tree using sounds
3. To identify different musical features using descriptive vocabulary.
4. To work as a group to create a piece of music celebrating the Hanami festival.
5. To perform a piece of music to celebrate Hanami.

**Key Vocabulary:** col legno, composing, descriptive, duration dynamics, effect, forte, glissando, haiku inspiration, melody piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture timbre, verse, vocabulary

**Impact:** Children can suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group

### English

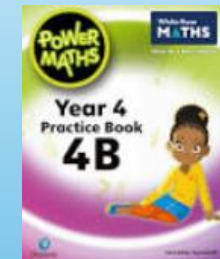
To begin the term, children will finish their retelling of 'The Lighthouse' video clip, from a different perspective.



After this, there is a focus on speaking and listening skills as the children will write a persuasive speech in the form of a manifesto to become prime minister. To finish the term, children will learn the skills to write a balanced argument and use those skills to take part in a debate with their class.

### Maths

Power Maths and White Rose are used to support our teaching of maths. Children spend a considerable number of lessons answering questions on fractions, so that they can solve problems involving increasingly harder fractions to calculate quantities. The children finish the term with a unit on decimals.



The children will continue to use 'Times Table Rockstars' to increase their speed of recall when answering times table questions.