

# Fowey Primary School: Half termly Overview

## Year 4 Spring 1

### Science: Sound

#### Intent:

To be able to explain how sound is made and why we can hear it.

#### Sequence of lessons:

1. Can I identify how vibrations are linked to making sound?
2. Can I understand how sound travels?
3. Can I explain what pitch is?
4. Can I explain what volume is?

#### Key Vocabulary:

Sound, vibration, travel, ear, pitch, loud, quiet, faint, volume, distance, strength, materials

**Impact:** Children can explain how sounds are made and travel, using their knowledge of vibrations, volume and pitch.

### History: Indus Valley Civilisation

Intent: Children will consider key ideas about the Indus Civilisation including their architecture, trade and travel. They will learn about rulers and religion during this period.



#### Sequence of lessons:

1. The dancing girl
2. So many puzzles!
3. Bricks, buildings and baths
4. Making beautiful things
5. Boats and barter, trade and travel.
6. Two more puzzles: rulers and religion.

**Key Vocabulary:** Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion. Disciplinary focus: evidential thinking: How do we know about the Indus Valley civilisation?

**Impact:** Children are able to discuss how rulers and religions played a part in shaping the Indus Civilisation. They can share key ideas in architecture, trade and travel during the Indus Civilisation.

### Geography: Settlements

Intent: Children will focus on diversity between different settlements to set up key categories that geographers use (hamlet, village, town, city, conurbation, rural, urban).



#### Sequence of lessons:

1. What is a settlement?
2. What is a village?
3. What is a town?
4. What is a city?
5. London- the largest city in the UK.
6. The city of Cardiff

**Key Vocabulary:** settlement, hamlet, farmstead, village, inhabitants, rural, church, village green, village hall, secondary school, railway station, urban, sprawling settlement, coastal, market town, city, university, cathedral, airport, boroughs, Underground, cycle lanes, conurbation, Taff, businesses, connect.

**Impact:** Children can compare and contrast a city and a village, clearly identifying and explaining the different features of each settlement.

### RE: Living Hindu Traditions

Intent: Key Question: How do Hindus show their devotion?



#### Sequence of lessons:

1. Worshipping together -family puja
2. Worshipping anywhere, any time?
3. Ganesha, the god of good fortune.
4. The story of Ganesha's birth.
5. Shiva's endings and beginnings.
6. A festival for Parvati.

**Key Vocabulary:** Ganesha stories and their meanings, Parvati and Shiva - family in Mount Kailash, The festival of Teej - women in Hinduism, Puja ceremony, Puja in Hindu stories, Listening to Hindu people talk about their beliefs and practices.

**Impact:** Children can describe different ways that Hindus demonstrate their devotion to God.



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

##### Intent:

To be able to accurately follow a recipe and adapt the recipe to fit a design brief of their choosing.

##### Sequence of lessons:

1. To be able to follow a baking recipe.
2. To make and test a prototype.
3. To design a biscuit to a given budget.
4. To make a biscuit that meets a given design brief.

##### Key Vocabulary:

design criteria, research, texture, innovative, aesthetic, measure, cross-contamination, diet, processed, packaging

**Impact:** Children will have made a cookie which meets a given design brief.

#### Computing: Introduction to Artificial Intelligence

**Intent:** Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

##### Sequence of lessons:

1. To understand what artificial intelligence is.
2. To understand how artificial intelligence can help us
3. To consider the future of artificial intelligence
4. To use artificial intelligence

##### Key Vocabulary:

Algorithm, artificial intelligence, data, voice assistants, computers, machines, speech recognition

##### Impact:

Children will be able to explain what artificial intelligence is and be able to use it to create images and music.

#### PE: Dance

**Intent:** To perform dances using a range of movement patterns.

##### Sequence of lessons:

- 1) To copy and create actions in response to an idea and be able to adapt this using changes of space.
- 2) To develop a dance using matching and mirroring.
- 3) To develop a carnival dance using formations, canon and unison.
- 4) To understand how dynamics, space, and relationships can be used to represent a state of matter.
- 5) To order and structure phrases to create a dance performance.
- 6) To learn and perform a partner dance in a 1960s style.

**Key Vocabulary:** Action, reaction, canon, dynamics, relationships, flow, formation, match, mirror, order, performance, unison, phrase, space

**Impact:** Children will be able to consider actions, dynamics, space and relationships to perform different individual and partner dances on different topics.

#### PSHE: Dreams and Goals

**Intent:** Children will consider how they can overcome obstacles when working towards a goal.

##### Sequence of lessons:

- 1) Hopes and dreams
- 2) Broken dreams
- 3) Overcoming disappointment
- 4) Creating new dreams
- 5) Achieving goals
- 6) We did it

##### Key Vocabulary:

Determination, positive attitude, resilience, appearance, self-belief, disappointment, commitment, cope

##### Impact:

Children can identify what their hopes and dreams are and how to manage feelings of disappointment. Children will explain why thinking positively is beneficial and be able to change and make new plans.

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#### MFL: French numbers, calendars and birthdays

**Intent:** Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

#### Sequence of lessons:

- 1) To recall and use numbers 1 to 31 in French.
- 2) To say the days of the week in French
- 3) To say the months of the year in French
- 4) To select vocabulary to discuss the date in French
- 5) To compare similarities and differences between traditional birthday celebrations in France and England

**Key Vocabulary:** onze, douze, Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, trente, un anniversaire

**Impact:** Children can ask when someone's birthday is and give the number and month of their own birthday in French. They can also say the numbers to 31 in French and the days of the week.

#### Music: Changes in pitch, tempo and dynamics

**Intent:** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments.  
 Improvise and compose music for a range of purposes using the inter-related dimensions of music  
 Listen with attention to detail and recall sounds with increasing aural memory  
 Use and understand staff and other musical notations  
 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 sing in two parts using expression and dynamics.
- 2) To recognise key elements of music.
- 3) To perform a vocal ostinato
- 4) To create and perform an ostinato.
- 5) To improve and perform a piece of music based around ostinatos.

**Key Vocabulary:** acapella, diction, expression, layer, notation, parts, ostinato, vocal, breath control, direction, harmony line, melody, percussion, texture, cue, dynamics, in the round, mood, rhythm, tempo

**Impact:** Children can use percussive and vocal ostinatos to build texture and create the soundscape of a river.

#### English

Year 4 will be using the reading text 'The Thieves of Ostia'.



In their writing lessons, Year 4 will first be learning the skills to write direct speech, using the video 'For the birds' as a stimulus.

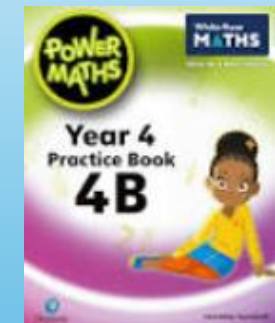


They will also be writing a manifesto using the stimulus 'If I were Prime Minister'. This will lead to a class debate using their speaking and listening skills.

#### Maths

Power Maths and White Rose are used to support our teaching of Maths.

Children will continue their focus on multiplication and division, moving onto length and perimeter and finally starting their unit on fractions.



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