Fowey Primary School: Half termly Overview

Year 4 Autumn

Science

Intent:

To recognise that living things can be grouped in a variety of ways

To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

To recognise that environments can change and that this can sometimes pose dangers to living things.

Sequence of lessons:

1. Can I classify a range of animals accurately?
2. Can I create and use my own classification key?
3. Can I recognise that the Earth's crust moves and therefore the planet has changed throughout time?
4. Can I test an event which has changed the Earth's environment?
5. Can I write a report on an extinct animal?

Key Vocabulary:

classification	classification keys	environment	habitat	human impact
positive	negative	migrate	hibernate	environment

Impact: Children will be able to classify different animals into different groups (including vertebrates). Children will be able to talk about events which have changed the earth's environment and how this may have led to certain animals' extinction. Children will be able to use key scientific vocabulary above.

History: Ancient Egypt

Intent: To identify location and origin in settlements around the Nile. Know how the power structures (pharaohs, the double crown) were linked to the geography of Egypt. Understand how Ancient Egypt changed over time.

Sequence of lessons:

1. The Importance of Howard Carter's discovery.
2. How did the Ancient Egyptians live?
3. How did Ancient Egypt change over time?
4. What did Ancient Egyptians believe?
5. What did Ancient Egyptians believe about death?
6. How did the Ancient Egytians write?

Key Vocabulary: archaeologist, excavate, tomb, pharoah, hieroglyphics, civilization, papyrus, cartouche, embalm

Impact:

Children can describe change/continuity in Ancient Egypt.

Geography:

Rivers

Intent: To discover the River Indus - its source, course, human interactions with environment. Know how rivers get their water - the source, springs, the water cycle.

Sequence of lessons:

1. The mighty River Indus.
2. The changing River Indus.
3. How rivers get their water.
4. How a river shapes the land: the young river.
5. How a river shapes the land: the mature river.
6. Britain's longest river: the River Severn.

Key Vocabulary: mountain, Tibet, mountain range, Himalayas, glaciers, monsoon, tributaries, riverbed, dams, reservoirs, canals, irrigation, turbine, hydro-electric, spring, source, water cycle, surface run off, evaporation, transpiration

Impact:

Children can describe the journey of a river from source to mouth. They can describe the stages of the water cycle.

RE

A Hindu Story: Rama and Sita

Intent: To consider the story of Rama and Sita and what it means to Hindu people.

Sequence of lessons:

1. An ancient story.
2. Four sons for the King of Ayodhya.
3. Rama and Sita leave the kingdom.
4. Rama, Sita and the demon Ravana.
5. Rama and Sita return.
6. Understanding the story of Rama and Sita.

Key Vocabulary: Hinduism, believers, Ramayana, Lakshmana., kingdom, Vishnu, embodiment, decree, hanuman, Diwali.

Impact:

Children understand the importance and significance of the story of Rama and Sita to Hindus.

Fowey Primary School: Half termly Overview

Year 4 Autumn

Art/DT

Intent:

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Sequence of lessons:

1. Can I draw using tone to create a 3D effect?
2. Can I explore proportion and tone when drawing?
3. Can I plan a composition for a mixed-media drawing?
4. Can I use shading techniques to create pattern and contrast?
5. Can I work collaboratively to develop drawings into prints?

Key Vocabulary:

Abstract, block print, collaborate Collaboratively combine composition contrast, cross-hatching, figurative, gradient, monoprint, observational drawing, pattern, shading, tone, wax-resist

Impact: Children will have developed their use of tone and proportion when drawing and have developed drawings into prints.

Computing

Intent: • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs, work with variables and various forms of input and output.

Sequence of lessons:

1. Can I create a simple computer program?
2. Can I understand selection in computer programming? Can I use co-ordinates in computer programming?
3. Can I use the 'Repeat until' command?
4. Can I use a number variable?
5. Can I create a playable game?

Key Vocabulary:

Action, alert, algorithm, background, button, code blocks, command, debugging, design, execute

Impact:

Children will have created a playable game using PurpleMash software.

PE: Gymnastics

Intent: to develop flexibility, strength, technique, control and balance

Sequence of lessons:

1. Can I develop individual and partner balances with and without apparatus?
2. Can I develop rotation jumps and sequence building using apparatus?
3. Can I develop and assess my straight, barrel, forward and straddle roll?
4. Can I link actions that flow in a partner sequence using rolls I have learnt?
5. Can I develop strength in inverted movements?
6. Can I create a great partner sequence?

Key Vocabulary:

Balance, individual, partner, apparatus, roll, straight, barrel, forward straddle, flow

Impact: Children will have created a partner sequence containing rolls and balances which incorporates apparatus.

PSHE: Being me in my world

Intent: know how good it feels to be included in a group and understand how it feels to be excluded. I can take on a role in a group and contribute to the overall outcome

Sequence of lessons:

1. Becoming a Class 'Team'
2. Being a School Citizen
3. Rights, Responsibilities and Democracy
4. Rewards and Consequences
5. Our Learning Charter
6. Owning our Learning Charter

Key Vocabulary: Excluded, included, democracy, UNCRC, school community, contribution, role, job

Impact: To work well as a class team and create a class charter that everyone values and follows.

Fowey Primary School: Half termly Overview

Year 4 Autumn

MFL: French

Intent:

To describe people's appearances and personality traits, with agreeable adjectives.

Sequence of lessons:

1. Portraits – getting French adjectives to agree
2. Simple descriptions in French
3. Describing people in French
4. Describing personality traits in French
5. Writing portraits of friends in French

Key Vocabulary: il a/elle a, il est/elle est, heureux/heureuse, sérieux/sérieus, petit/petite, elle s'appelle/ il s'apelle

Impact: Children can compose a spoken sentence to describe a friend. Children can write four sentences accurately with the correct adjectival agreement, helped by a support sheet.

Music

Intent: Play and perform in solo and ensemble contexts using body and tuned.

Sequence of lessons:

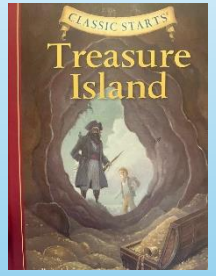
1. Can I identify structure and texture in music?
2. Can I use body percussion?
3. Can I create musical rhythms using body percussion?
4. Can I create simple tunes?
5. Can I build and improve a composition?

Key Vocabulary: Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, structure, texture

Impact: Children can perform a piece of music using body percussion which has layers and textures reminiscent of the rainforest.

English

Year 4 will be using the reading text 'Treasure Island' in the Autumn term.



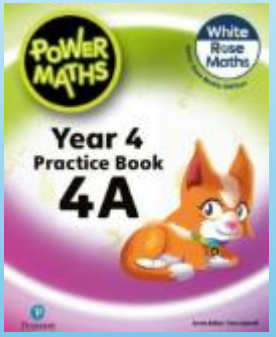
This term they will be writing a setting description to describe The 'Wild Wood' from the 'Wind in the Willows'.

They will also be writing a story opening, taking influence from 'The Lion, the Witch and the Wardrobe'.

Maths

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

Children will be developing their understanding of Place Value within 10,000



They will then move on to Addition and Subtraction strategies, estimating answers and looking at inverse operations, before tackling problem solving techniques.