

How active is our planet?

Autumn Term 1, 2024-25

Year 4

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| <p><u>PE</u></p> <ul style="list-style-type: none">• Netball<ul style="list-style-type: none">- To know how to link movements.- To know how to choose and use simple tactics and strategies.- To know and describe the short-term effects of different exercise activities on the body.- To know how to improve stamina and understand the importance of warming up.• Gymnastics – symmetry and asymmetry<ul style="list-style-type: none">- To know a range of actions, body shapes and balances.- To know how to perform skills and actions more accurately and consistently.- To know how to create gymnastic sequences that meet a theme or set of conditions.- To know how to use compositional devices when creating their sequences, such as changes in speed, level and direction. | <p><u>Science</u></p> <ul style="list-style-type: none">• Rocks and soils<ul style="list-style-type: none">- To know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties- To know how fossils are formed when things that have lived are trapped within rock- To know that soils are made from rocks and organic matter• States of matter<ul style="list-style-type: none">- To know how to compare and group materials together, according to whether they are solids, liquids or gases- To know that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in °C- To know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | <p><u>Geography / History</u></p> <ul style="list-style-type: none">• Natural disasters<ul style="list-style-type: none">- To know how to identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn- To know how physical geography impacts on land use, trade links, economic activity and types of settlement- To know and understand the key features of natural disasters- To know how to use maps, atlases and globes to locate countries and describe features studied- To know that a time line can be organised in to BC/AD,BCE/CE and eras- To know how to use mathematical skills to help work out the time differences between certain major events in history (Pompeii 79AD, Tsunami of 2021)- To know that there are different accounts of history and why they exist- To know why certain events happened as they did- To know the part that archaeologists have had in helping us understand more about the past | <p><u>P.S.H.E.</u></p> <ul style="list-style-type: none">• Being me<ul style="list-style-type: none">- I know my worth and can identify positive things about myself and my achievements.- I know how to set personal goals- I know how to face new challenges positively, make responsible choices and ask for help when I need it- To know that my actions affect myself and others and I care about other people’s feelings• Celebrating difference<ul style="list-style-type: none">- To know what influences me to make assumptions based on how people look- To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure- To know how to identify what is special about me and value the ways in which I am unique | |
| <p><u>Key Vocab:</u></p> <p>movement, tactic, strategy, position, stamina, balance, symmetry, asymmetry, consistency, composition, sequence, direction</p> | <p><u>Key Vocab:</u></p> <p>soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil; solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle</p> | <p><u>Key Vocab:</u></p> <p>natural disasters, cyclone, volcano, earthquake, tremor, magma, lava, seismic, erosion, Richter scale, Mercalli scale, force, eruption, liquefaction, mantle, pyroclastic flow, seismometer, crater, vent, tectonic plates, plate boundary, epicentre, aftershock</p> | <p><u>Key Vocab:</u> Character, assumption, judgement, surprised, different, appearance, accept, assumption, influence, opinion, attitude, compassion, empathy, challenges, identify</p> | |
| <p><u>Art / DT</u></p> <ul style="list-style-type: none">• Volcano art<ul style="list-style-type: none">- To know the different properties of different paints and how to lighten and darken tones using black and white- To know how to use shade to create depth in a painting and use watercolour, exploring intensity of colour to develop shades- To know how to add atmosphere with tones of colour and add finer detail with small brushes- To know how to use collage, coiling, overlapping, tessellation, mosaic & montage• Earthquake proof buildings<ul style="list-style-type: none">- To know how to plan and design, give fluent explanations of their choices of materials and research designs, make and evaluate- To know how to create and make a final design for their product based on initial ideas and create a plan considering the design criteria- To know how to make a prototype model and evaluate a final design | <p><u>Computing</u></p> <ul style="list-style-type: none">• Computing systems and networks – the Internet<ul style="list-style-type: none">- To know what a network is and how to keep it secure.- To know that the WWW is part of the internet and know who owns content, what they can access, add, and create.- To know how to decide how honest, accurate, or reliable online information is• Audio production<ul style="list-style-type: none">- To know what the input device (microphone) and output devices (speaker or headphones) are- To know the ownership of digital audio and copyright implications of duplicating others- To know how to record audio, producing a podcast, which will include editing work, adding multiple tracks, and opening and saving the audio files.- To know how to evaluate our work and give feedback to our peers | <p><u>Music</u></p> <ul style="list-style-type: none">• Let your spirit fly<ul style="list-style-type: none">- To know the difference between pulse and rhythm.- To know how pulse, rhythm and pitch work together to create a song.• Glockenspiels<ul style="list-style-type: none">- To know the difference between pulse and rhythm and be able to keep the internal pulse. <p>To start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p> | <p><u>R.E.</u></p> <ul style="list-style-type: none">• Being Hindu in Britain today<ul style="list-style-type: none">- To know what the terms ‘dharma’, ‘Sanatan Dharma’ and ‘Hinduism’ mean- To know that Hinduism is a whole ‘way of life’ (dharma)- To know how Hindus show their faith within their families in Britain today (e.g. home puja) and their communities (e.g. arti and bhajans at the mandir; in festivals such as Diwali)- To know how to ask questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas• How do festivals and family life show what matters to Jewish people?<ul style="list-style-type: none">- To know some of the links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)- To know how Jews show their beliefs through worship in festivals, both at home and in wider communities- To know how to ask questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future | <p><u>MFL</u></p> <ul style="list-style-type: none">• Phonetics and ‘I’m Learning French’<ul style="list-style-type: none">- To know how to ask and answer the question ‘How are you?’ in French.- To know numbers 1-10 and ten key colours• Animals<ul style="list-style-type: none">- To know the names of 10 common animals.- To know the animals plus their appropriate indefinite article.- To know the 1st person conjugation of the verb être (je suis = I am) |
| <p><u>Key Vocab:</u></p> <p>mood board, depth, transfer, contour, shading, stippling, highlight, shadow, acrylic, water colour, large and small scale, palette; function, purpose, finish, model, prototype</p> | <p><u>Key Vocab:</u></p> <p>network, world wide web, packet, server, content, false information, reliable, ownership, podcast, editing, evaluate, input, device, output, audio</p> | <p><u>Key Vocab:</u> Structure, introduction, verse, chorus, improvise, compose, bass, drums, guitar, keyboard, hook, melody, rhythm patterns, melody, pulse, pitch, tempo, dynamics, texture</p> | <p><u>Key Vocab:</u></p> <p>Priest, Prayer / Puja/ Aarti, dharma, bhajan; festival, salvation, sukkot, synagogue, Mitsvah Mezuzah, Shema, Hanukkah, Dreidel</p> | |

