



<b><u>Year group: 4</u></b>	<b><u>Term: 2</u></b>		<b><u>Enquiry Question: What makes the Earth angry? (Including Pollution)</u></b>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><b><u>Art</u></b></p> <p><b><u>Painting - Landscape Scenes</u></b></p> <ul style="list-style-type: none"> <li>- To know about the work of artists linked to the painting Mount Vesuvius in Eruption, by William Turner</li> <li>- Know how to use primary and secondary colours confidently when painting including using a range of materials creatively</li> <li>- Know how to sculpt creatively using a range of materials suitable for the final outcome</li> <li>- Know the materials needed to create a 3D sculpture using papier mache.</li> </ul> <p><b><u>Music- Stop! (Anti-Bullying)</u></b></p> <p><b><u>Singing</u></b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Singing in a group can be called a choir leader or conductor: A person who the choir or group follow</li> <li>- Songs can make you feel</li> </ul>	<p>Colour</p> <p>Blend</p> <p>Mix</p> <p>Paint</p> <p>Tint</p> <p>Tone</p> <p>Shade</p> <p>Hue</p> <p>Three dimensional</p> <p>Sculpture</p> <p>Musical style</p> <p>rapping</p> <p>lyrics</p> <p>choreography</p> <p>digital/electronic</p> <p>sounds</p> <p>turntables</p> <p>synthesisers</p>	<p><b><u>Art</u></b></p> <p><b><u>Painting - Landscape Scenes</u></b></p> <ul style="list-style-type: none"> <li>- Explore the roles and purposes of artists, working in different times and cultures</li> <li>- Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue</li> <li>- Choose paints and implements appropriately</li> <li>- Plan and create different effects and textures with paint according to what they need for the task.</li> <li>- Show increasing independence and creativity with the painting process</li> <li>- Make informed choices about the 3D technique chosen.</li> <li>- Plan, design, make and adapt models</li> <li>- Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.</li> </ul> <p><b><u>Music- Stop! (Anti- Bullying)</u></b></p> <p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To rejoin the song if lost.</li> </ul>



	<p>different things e.g. happy, energetic or sad</p> <ul style="list-style-type: none"> <li>– Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>– Texture: How a solo singer makes a thinner texture than a large group</li> <li>– To know why you must warm up your voice</li> </ul> <p><u>Improvising</u></p> <ul style="list-style-type: none"> <li>– To know that improvisation is making up your own tunes on the spot</li> <li>– To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>– To know that using one or two notes confidently is better than using five</li> <li>– To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>– To know that you can use riffs you have heard in other songs.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>– To know that a composition is music that is created by a composer and kept in some way so that it can be played or</li> </ul>	<p>drums unison pulse rhythm pitch tempo dynamics texture structure</p>	<ul style="list-style-type: none"> <li>– To listen to the group when singing.</li> </ul> <p><u>Improvising</u></p> <ul style="list-style-type: none"> <li>– To improvise using instruments in the context of a song they are learning to perform</li> <li>– To listen and sing back melodic patterns</li> <li>– Using instruments, listen and play your own answer using up to three different notes.</li> <li>– Using your instruments, improvise using up to three different notes.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>– To help create at least one simple melody using up to five different notes.</li> </ul>
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	<p>performed again.</p> <ul style="list-style-type: none"> <li>– To know there are different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>		<ul style="list-style-type: none"> <li>– To plan and create a section of music that can be performed within the context of a known song.</li> <li>– To talk about how it was created.</li> <li>– To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>– To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic / pictorial notation)</li> </ul>
Historical, geographical & social understanding	<p><b><u>Geography</u></b></p> <p><u>What makes the Earth angry? (Including Pollution)</u></p> <ul style="list-style-type: none"> <li>– Physical geography: climate zones, biomes and vegetation belts (fertile land around volcano), volcanoes and earthquakes.</li> <li>– Human geography: types of settlement and land use (around volcano) including minerals – ties into physical geography.</li> <li>– Locate the world's countries, using maps to focus on Europe (including Russia) – Mt Pompeii – and Pacific Ocean and surrounding countries - concentrating on their environmental regions, key physical and human</li> </ul>	<p>Ash Vent Composite / Compound Volcano Crater Dormant volcano Eruption Fault Geysers Lava Lava Flow Magma Mantle Ring of Fire Tectonic Plates Vent Volcanic eruption Volcano</p>	<p><b><u>Geography</u></b></p> <p><u>What makes the Earth angry? (Including Pollution)</u></p> <ul style="list-style-type: none"> <li>– Ask and respond to geographical questions and offer their own ideas.</li> <li>– Extend to satellite images, aerial photographs</li> <li>– Investigate places and themes at more than one scale</li> <li>– Collect and record evidence with some aid</li> <li>– Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> <li>– Use letter/number co-ordinates to locate features on a map confidently e.g. to locate volcanic areas</li> <li>– Begin to use grid references using the latitude, longitude – e.g. of Pacific Ocean and surrounding countries.</li> <li>– Locate places on large scale maps e.g. countries, volcanic areas etc</li> <li>– Begin to identify significant places and environmental regions e.g. earthquake zones, ring of fire</li> <li>– Begin to match boundaries e.g. find the same boundary of a country on different scale maps</li> <li>– Use different styles of maps e.g. large and medium scale OS maps, junior atlases, internet, aerial maps</li> </ul>



## Autumn 2

	<p>characteristics, countries, and major cities.</p> <ul style="list-style-type: none"><li>– Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, (mention briefly the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones)</li><li>– Pupils should be describe and understand key aspects of:</li><li>– The physical geography of two earthquake and volcanic regions (Mount St, Helen's and Mount Etna/Mount Vesuvius – what are the causes and effects of earthquakes and volcanoes?)</li><li>– The human geography relating to the impact of living in an earthquake and volcanic region. (Explore the ways people protect themselves from earthquakes and volcanoes)</li></ul>		
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	<p><b><u>RE</u></b></p> <p><u>Belief in Community – What does it mean to belong to a faith?</u></p> <ul style="list-style-type: none"> <li>– Explore issues of justice and freedom</li> <li>– Explore religious rituals that show identity and belonging in different religious traditions.</li> <li>– Read religious stories which show how religious people are expected to behave.</li> </ul> <p><u>Christmas Unit</u></p> <ul style="list-style-type: none"> <li>– Light-why is light and important symbol of Christmas</li> <li>– Discuss the way light is used to express feelings e.g. a beaming smile, she lights up the room.</li> <li>– Explore the artwork- Holman Hunt's 'The Light of the World'</li> <li>– Know how light is used in the celebration of Christmas.</li> </ul>	<p>Community Belonging Symbol Artefact Rules Holy book Baptism</p>	<p><b><u>RE</u></b></p> <p><u>Belief in Community – What does it mean to belong to a faith?</u></p> <ul style="list-style-type: none"> <li>– Recognise where these rules for living come from</li> <li>– Explain how and why symbols and artefacts are used in rites of passage.</li> <li>– Compare the symbolism associated with rites of passage in three faiths.</li> </ul> <p><u>Christmas Unit</u></p> <ul style="list-style-type: none"> <li>– Explain why light is a Christian symbol</li> <li>– Explain why light is linked to Christmas celebrations</li> </ul>
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	<p><b><u>French</u></b></p> <p><b><u>On The Move</u></b></p> <ul style="list-style-type: none"> <li>– Know how to present ideas in French when speaking</li> <li>– Know and understand some French words when reading.</li> </ul>	<p>À gauche À droite Tout droit À pied Marchez Tournez</p>	<p><b><u>French</u></b></p> <p><b><u>On The Move</u></b></p> <ul style="list-style-type: none"> <li>– Present ideas and information orally.</li> <li>– Read carefully and show understanding of some words that I know in a written text.</li> </ul>
SMSC	<p><b><u>Celebrating Difference</u></b></p> <p>Children are taught to recognise that assumptions, based on what someone may look like, can be made due to the influences that surround us. Similarly, children identify the relationship between making assumptions and bullying before identifying that assumptions, like first impressions, change.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> <li>– To understand that, sometimes, we make assumptions based on what people look like</li> <li>– To accept people for why they are</li> <li>– To understand what influences me to make assumptions based on how people look</li> <li>– To question why I think what I do about other people</li> <li>– To know that sometimes bullying is sometimes hard to spot</li> <li>– To know how it might feel to be</li> </ul>	<p>Character Assumption Judgement Surprised Different Appearance Accept Opinion Attitude Secret Deliberate On purpose Bystander Witness Text message Cyber bully Website Characteristics Physical features Unique</p>	<p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>– I can verbalise a time when my first impression of someone changed</li> <li>– I can give several examples of how first impressions can be misleading</li> <li>– I can explain why it is good to accept people for who they are</li> <li>– I can consider how I form my opinions of people</li> <li>– I can problem solve a bullying situation with others</li> </ul>



	<p>a witness to and a target of bullying</p> <ul style="list-style-type: none"> <li>– To tell you why witnesses sometimes join in with bullying</li> <li>– To identify what is special about me and why I am unique</li> <li>– To like and respect the unique features of my physical appearance</li> </ul>		
Scientific & technological understanding	<p><b><u>Science</u></b></p> <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> <li>– To recognise that living things can be grouped in different ways.</li> <li>– To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>– To recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b><u>Computing</u></b></p> <p><u>Logo (Unit 4.5)</u></p> <ul style="list-style-type: none"> <li>– Learn the language of Logo</li> <li>– Input simple instructions</li> </ul>	<p>Classification</p> <p>Identify</p> <p>Local Environment grouping</p> <p><u>Logo (Unit 4.5)</u></p> <p>Simple instructions</p> <p>Build feature</p> <p>Shape</p> <p>Logo</p>	<p><b><u>Science</u></b></p> <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> <li>– Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>– Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>– To use results to draw simple conclusions</li> <li>– To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> <p><u>Logo (Unit 4.5)</u></p> <ul style="list-style-type: none"> <li>– Use the repeat function to create shapes</li> <li>– Use the build feature in Logos</li> <li>– Predict what shapes will be made</li> </ul>



	<p><b><u>Design and Technology</u></b></p> <p><u>Simple circuits and switches i.e. torch to be used in an emergency</u></p> <p>Design:</p> <ul style="list-style-type: none"> <li>– Understand how to use electrical systems in a product</li> <li>– Know about ‘needs’ and ‘wants’</li> <li>– Know how to generate, develop, model and communicate their ideas through annotated sketches</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>– Know how to identify and recognise how their work has improved</li> <li>– Know the stages of making and why these are important to follow</li> <li>– How to connect electrical components safely</li> <li>– The ways in which we can enhance the way the product works</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>– Explore a range of existing battery powered objects</li> <li>– Know how to identify and</li> </ul>	<p>Circuit Conductor Insulator Prototype Push- to break switch Push- to make switch Reed switch Toggle switch System Output devices Input devices</p>	<p>– Follow simple instructions</p> <p><b><u>Design and Technology</u></b></p> <p><u>Simple circuits and switches i.e. torch to be used in an emergency</u></p> <p>Design:</p> <ul style="list-style-type: none"> <li>– Gather information about needs and wants</li> <li>– Generate ideas, considering the purposes for which they are designing</li> <li>– Make labelled drawings from different views showing specific features</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>– Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</li> <li>– Order the main stages of making</li> <li>– Connect simple electrical components and a battery in a series circuit to achieve a functional outcome</li> <li>– Program a standalone control box, microcontroller or interface box to enhance the way the product works,</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>– Investigate and analyse a range of existing battery-powered products</li> <li>– Evaluate products and identify criteria that can be used for their own designs</li> </ul>
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	recognise how their work has improved.		
Physical development	<p><b><u>Physical Development</u></b></p> <p><u>Dynamic Dance (Unit 4.2)</u></p> <ul style="list-style-type: none"> <li>– Identify and practise the patterns and actions of line dancing</li> <li>– Identify the key skills needed to provide accurate and tactful evaluative feedback to peers</li> <li>– Develop an understanding of how to prepare for a dance performance.</li> </ul> <p><u>Mighty Movers- Boxercise/Running (Unit 4.2)</u></p> <ul style="list-style-type: none"> <li>– Learn footwork movement patterns showing coordination</li> <li>– Understand the value of boxercise moves</li> <li>– Learn how to build an aerobic</li> </ul>	<p><u>Dynamic Dance (Unit 4.2)</u></p> <p>Agility Balance Changing order Charleston step Chasse Coordination Dynamics Emotion Endurance Expression Flexibility Improvise Line dancing Motif Phrasing Rhythm</p> <p><u>Mighty Movers- Boxercise/Running (Unit 4.2)</u></p> <p>Boxercise Boxing twist Cross jab</p>	<p><b><u>Physical Development</u></b></p> <p><u>Dynamic Dance (Unit 4.2)</u></p> <ul style="list-style-type: none"> <li>– Perform a line dance using a range of movement patterns</li> <li>– Develop dancing and performance skills</li> <li>– Demonstrate an awareness of the music's rhythm and phrasing when improvising</li> <li>– Perform a line dance using a range of movement patterns</li> <li>– Develop and improve dancing and performance skills</li> <li>– Create an individual dance that reflects the line dancing style</li> </ul> <p><u>Mighty Movers- Boxercise/Running (Unit 4.2)</u></p> <ul style="list-style-type: none"> <li>– Demonstrate correct technique for a job</li> <li>– Apply the correct technique for the cross jab – coordination</li> <li>– Link skills with control and precision</li> <li>– Develop personal fitness levels, particularly strength and</li> </ul>



## Autumn 2

	<p>exercise routine including skilled moves</p> <ul style="list-style-type: none"><li>– Understand the value of boxercise moves</li><li>– Learn how to build an aerobic exercise routine including skilled moves</li><li>– Understand the value of boxercise moves</li><li>– Learn how to build an aerobic exercise routine including skilled moves</li><li>– Learn the value of completing a full boxercise workout</li></ul>	<p>Dodge Duck Footwork Jab Jog Pathways Sidekick</p>	<p>stamina</p> <ul style="list-style-type: none"><li>– Create and perform a boxercise sequence with increased accuracy</li></ul>
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## Autumn 2



Guided reading text and other linked books	Previous Learning Links	Adaptations to the Curriculum for SEND	Key Questions
Why the Whales Came. Various non-fiction books- Re angry earth.	Seven continents Rainforests Our local area	<ul style="list-style-type: none"><li>– Visual aids</li><li>– Chunking the text</li><li>– Collaborative learning</li><li>– Knowledge organisers</li></ul>	<ul style="list-style-type: none"><li>– What makes a building earthquake proof?</li><li>– How are earthquakes, volcanoes and tsunamis different and similar?</li><li>– Where do earthquakes happen?</li><li>– How have humans adapted to an 'angry' earth?</li></ul>