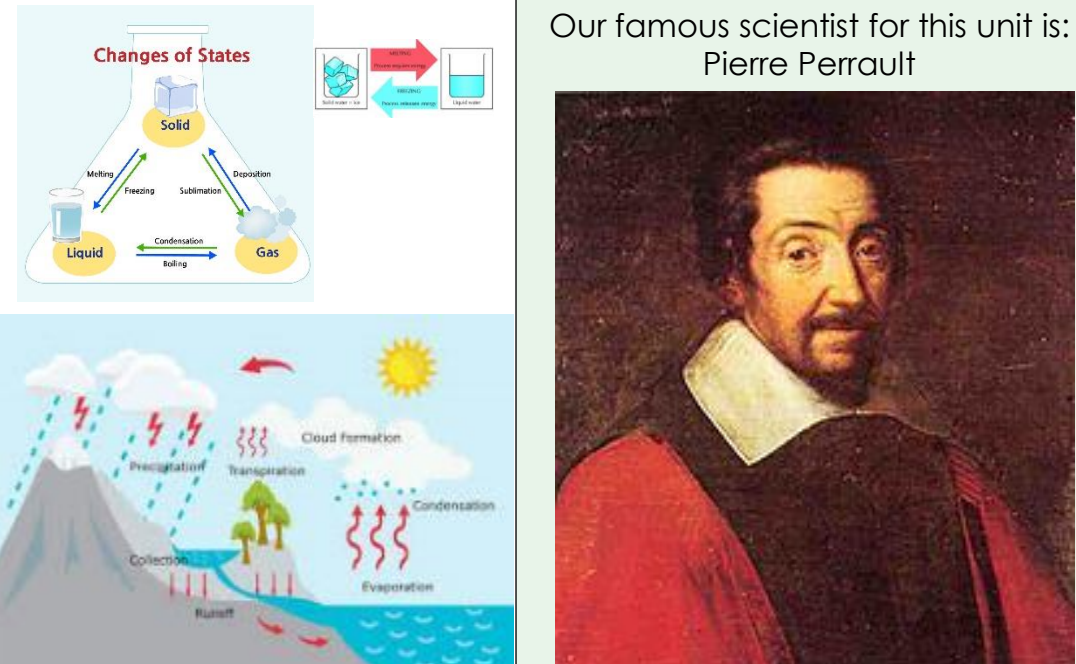
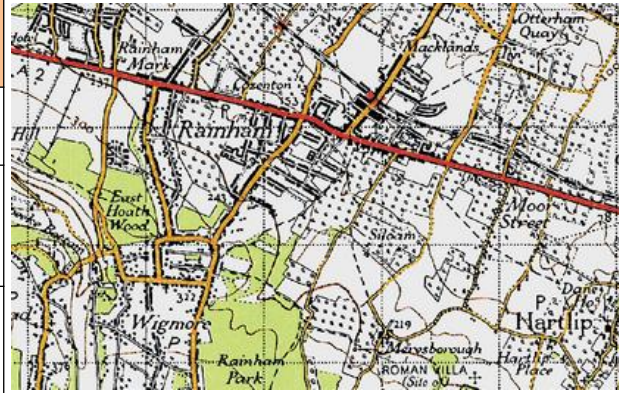


Year 4: States of matter

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will know:
water vapour	Water that is in the form of gas.	<ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Identifying similarities, differences or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. 	What are the 3 main states of matter?
condensation	When water vapour that is around us changes from a gas back to liquid.		What happens when something is heated or cooled?
precipitation	Any watery substance such as rain, water, snow, hail or sleet that falls to Earth.		Can states change? – Melting
evaporation	When liquid changes into gas, usually when it heats up.		Can states change? – Freezing
substance	Any solid, liquid, powder or gas is a substance.		What is evaporation?
matter	Any solid, liquid or gas that exists in the universe.		What is the water cycle?
melting	When heat is applied to a solid the particles vibrate more. This causes the particles to move further apart, breaking the solid into a liquid.		Our famous scientist for this unit is: Pierre Perrault
Heating	When a solid is heated it gains energy. And the particles move more. This causes a change of state.		
solidify	The cooling of a liquid slows the particles and they become solid at or near room temperature		
Freezing	Similar to solidifying, but at very cold temperatures.		
solid	A substance that stays the same shape. Its particles do not move.		
liquid	Liquids will flow as they are made up of loosely packed particles.		
gas	Gaseous matter is made up of matter that is so loose it is always moving.		

How and why is our Local area changing?

Subject Specific Vocabulary	
Location	The place or position of something.
Physical features	The naturally occurring geographic features and landmarks in an area.
Human features	The man made geographic features and landmarks in an area.
OS map	A detailed map of an area that highlights key features such as roads and buildings, open land and structures.
satellite	An artificial body in orbit around the earth used to collect information.
key	An explanatory list of symbols used in a map.
Land use	The function or purpose of a piece of land, and how it is meant to be used.
Settlement	A place where people establish a community.
Pollution	Substances in the environment that are harmful or poisonous and have negative effects.
Habitat	The natural home or environment of a living organism.
Urbanisation	The process of making an area more urban.



By the end of this unit, I can answer these questions:
What is in my local area?
How has my local area changed?
How can we map our local area?
How has the environment changed?
What will the future of our area be like?

Key Skills	
<ul style="list-style-type: none"> • Recall, name and locate counties and cities of the United Kingdom. • Identify and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land use patterns. • Demonstrate understanding how some of these aspects have changed over time. • Understand through explanation how the locality of the school has changed over time. • Formulate, respond to and offer explanations of geographical questions about the physical and human characteristics of a locations. • Describe and understand key aspects of human geography including settlements, economic activity and land use of a country outside Europe. • Identify and locate countries and describe features using maps, atlases and digital/computer mapping. • Observe, record and understand the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. 	

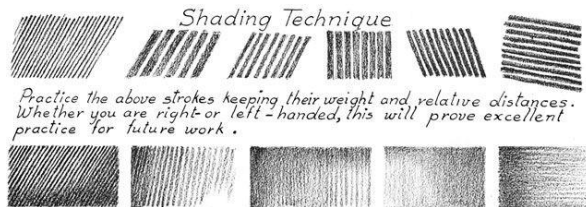
Year 4: Art – Sketching Knowledge Mat

Subject Specific Vocabulary

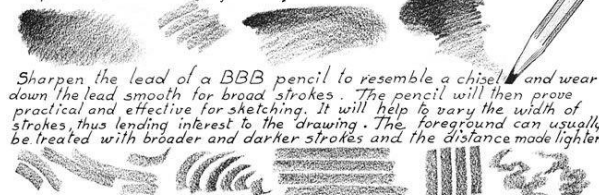
Grade	This refers to the type of pencil and the mark it makes on the page. H stands for hard and B for black. Harder pencils create lighter marks.
Shading	Applying a section of darkness to an object to create a three-dimensional appearance.
Tone	The lightness and darkness of colour in a piece of art.
Texture	The physical texture and appearance of a piece of art.
Pattern	A design of shapes, lines and colours are repeated.
Hatching	A technique used to shade or colour an object.
Shadow	A dark area where light from a source is blocked by an object.

Sticky Knowledge about Sketching

- There are a range of pencils that can produce different lines and effects on the page.
- We can use materials in a range of ways to shade and fill objects.
- We can vary the tone in our work by adjusting the pressure we use with our material.
- We can create unique patterns by using a range of colours shapes and lines.



Now keep your lines closer together melting them into flat tints and graded ones, as illustrated above. Practice this shading until proficient in control of the pencil and its pressure thus varying the required tints.



Key Skills

- Make marks, and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.
- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension.
- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Apply tone in a drawing in a simple way.
- Create textures with a wide range of drawing implements.
- Apply a simple use of pattern and texture in a drawing.



Year 4: PE – Dance

Subject Specific Vocabulary – Key words

Improvise	Creative
Energy	Levels
Speed	Direction
Canon	Unison
Formations	Shapes
Symmetry	Stillness
Start/finish	Relationships
Timing	Control
Accuracy	

Local Clubs

AMG Dance
Caterpillar Dance School
Razzamataz Medway

Key Skills - Objectives

To learn how to be creative when exploring basic movement patterns using travel and floor patterns

To develop ways to respond to different stimuli different directions, levels and dynamics

Pupils link movements together in a small group

To learn to use stage directions in their dances to make them more creative and aesthetically pleasing

To develop their use of formations in dance to make it more creative and nice to watch

To learn how to make formations flow in smooth and controlled way using unison, canon and different levels

To learn how to create a clear beginning, middle and end to their routines by using stillness, different levels, directions and symmetrical shapes

Team Work / Fair Play

Watch other routines and peer assess, what went well? What could they develop next time?

Help those that may be struggling to learn a move.

Stay silent whilst another group are performing as a sign of respect.

If the group is struggling, stay in one formation for the entirety of the dance.

Famous People/Teams

Diversity
Fred Astaire
Gene Kelly
Twist and Pulse



Year 4: PE - Tennis

Subject Specific Vocabulary – Key words

Low to high	Step in
Stance	Backhand
Underarm serve	Forehand
Volley	Ready position
Referee	Net
Timing	Serve

Key Skills - Objectives

- To develop their forehand return shot in tennis
- To develop their understanding of the backhand return shot
- To understand how to serve in tennis
- To develop the underarm serve in tennis to begin a game
- To learn how to perform a volley shot and when to use it in a game of tennis

Rules of the game

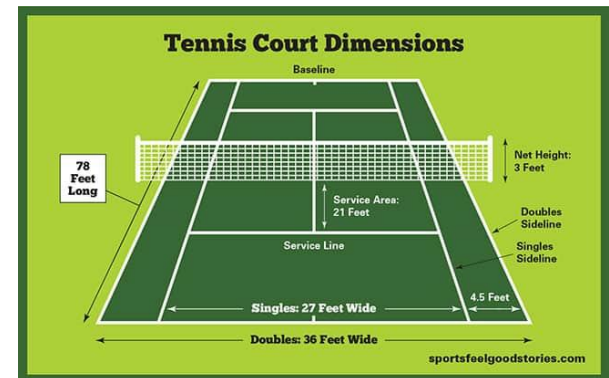
- Ball can only bounce once after going over the net
- Ball should land within the designated area

Team Work / Fair Play

- Working together
- Taking turns
- Following the rules

Famous People/Teams

- Roger Federer
- Andy Murray
- Johanna Konta
- Serena Williams
- Gordon Reid (Wheelchair Tennis)



Year 4: Spanish – At the cafe

Subject Specific Vocabulary

Spanish	English
 un bocadillo de jamón	a ham sandwich
 un bocadillo de queso	a cheese sandwich
 un pastel de limón	a lemon tart
 unos churros	some churros
 unos calamares	some calamari
 una tortilla de patatas	a Spanish omelette
 una ensalada mixta	a mixed salad
 una paella	a paella
 una tarta de chocolate	a chocolate cake
 una crema catalana	a crème brûlée
 unas gambas	some prawns
 unas croquetas	some croquettes
 unas patatas bravas	some patatas bravas
 un café	a coffee

Spanish	English
 un café con leche	a coffee with milk
 un té	a tea
 un zumo de naranja	an orange juice
 un chocolate caliente	a hot chocolate
 una limonada	a lemonade
 una coca cola	a coca-cola
¡Hola!	Hello!
¡Adiós!	Goodbye!
¿Qué deseas?	What would you like?
quisiera	I would like
gracias	thank you
por favor	please
y	and
la cuenta	the bill

By the end of this unit I will be able to answer:

- What food and drink is offered in a cafeteria?
- How would I ask for something to eat?
- How would I ask for something to drink?
- How would I ask for more than one item?

Key skills:

- Repeat, remember, and attempt to spell items typically offered in a Spanish cafeteria.
- Change a singular noun to a plural noun in Spanish.
- Ask for items I would like to eat and items I would like to drink in a cafeteria in Spanish

Year 4 : PSHE – Rights and responsibilities

Subject Specific Vocabulary

Right	A moral and legal entitlement to something.
Rules	A set of instructions everyone usually follows.
Laws	The system of rules used in a country to govern it safely.
Digital footprint	The information about someone that exists on the internet based on their online activity.
Cookies	A packet of data sent by a web server to a browser. It is used to identify the user or track their access to the server.
Advertising	Describing or drawing attention to a product, service or event publicly to promote sales or attendance.
Fact-check	Investigating a statement to check whether what is said is truth or opinion.
Passive	Allowing things to happen to yourself or others without resistance.
Bystander	A person who is present at an event but does not take part.
Budget	An estimate based on income and expenses over a set period of time.
Finances	Managing amounts of money
Poverty	To live in poverty means you cannot afford or do not have access to necessities such as food, water and shelter.

Key Skills

- Understand everything online has a digital footprint.
- Know that organisations can use personal information to encourage people to buy things.
- To compare content shared for factual purposes and for advertising.
- Understand that people make spending decisions based on their budget, values and needs.
- Know how to keep track of money and why it is important to know how much is being spent.
- Know about different ways of paying for things.
- Understand how the way people spend money can have positive or negative effects on themselves and others.



100,000 CHILDREN
LACK THREE MEALS A DAY OR A WARM WINTER COAT


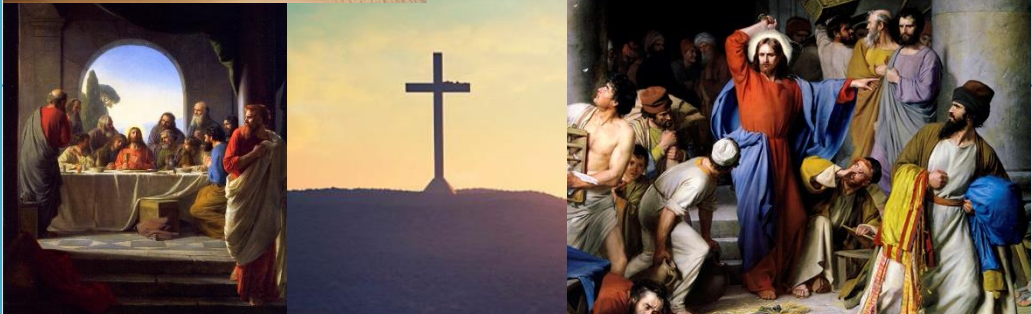
400,000 CHILDREN
GO WITHOUT FRESH FRUIT OR VEG AT LEAST ONCE A DAY



Sticky Knowledge about The wider world

- Everything we share online has a digital footprint.
- Organisations online can use our data for tracking and advertising purposes.
- Not everything we see is factual. We should fact-check what we read to check if it is accurate.
- Popular websites often appear more than less popular ones, and this can affect the information people access.
- How people spend their money depends on a range of factors.
- People's budget and finances often determines what they can or cannot afford.
- It is important to keep track of money so we know what we are spending and how much we have left.
- There are lots of ways to pay for items such as card, cash, and e-payments.
- People can spend money in positive or negative ways, and this affects others as well as themselves.
- Some people live in poverty, and cannot afford or have access to basic things we take for granted.

Year 4 RE: Christianity – Is forgiveness always possible for Christians?

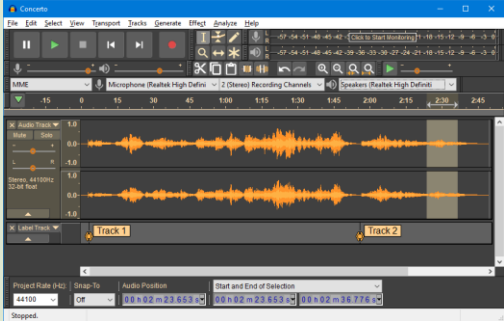

Subject Specific Vocabulary		Lines of enquiry:	Key Skills
Forgiveness	The action or process of forgiving or being forgiven.	What is forgiveness?	<ul style="list-style-type: none"> Describe the variety of practices and ways of life in different religions. Identify religious symbolism. verbal and non-verbal actions are used to convey meaning. Describe and explain the main rituals within acts of worship and recognise that shared feelings are part of it. Examine how religious festivals are related to key figures events and stories.
Salvation	To be delivered from sin and its consequences. Christians believe this occurs through faith in Christ.	How was Jesus forgiving?	
		What do Christians believe about forgiveness?	
Betrayal	To be disloyal to someone or treacherously reveal information.	Is forgiveness always possible?	
		What does forgiveness mean to us?	
Sacrifice	The act of giving up something valued for the sake of something else considered more important or worthy.		
Resurrection	To revive or revitalise something, to restore something dead to life.		

Year 4 RE: Judaism – How important is it for Jewish people to do what God asks them to?

Subject Specific Vocabulary		Lines of enquiry:	Key Skills
Passover	A Jewish festival to remember the freeing of slaves from Egypt.	What is the importance of food?	<ul style="list-style-type: none"> Describe the variety of practices and ways of life in different religions. Identify religious symbolism. verbal and non-verbal actions are used to convey meaning. Describe and explain the main rituals within acts of worship and recognise that shared feelings are part of it. Examine how religious festivals are related to key figures events and stories.
Kashrut	The Jewish laws about which foods are and are not allowed to be eaten.	What are Jewish people able to eat?	
		What is Passover?	
Seder	The special dinner and ceremony that Jewish families hold on the first two nights of Passover. It usually involves a range of foods and readings from the Torah.	Why is the Seder meal important?	
		How do Jewish people show their respect to God?	
Kosher	Food that is able to be eaten by Jewish people.		
Treif	Food that is not able to be eaten by Jewish people.		
Exodus	A mass departure/movement of people.		



Year 4 : Creating media – Audio production (ICT)

Subject Specific Vocabulary		Software and Tools	Lines of enquiry about audio production
Input	Information put into a computer, in this case, via a microphone	<p>Audacity: - audio creating and editing software.</p>  	How can we record things digitally?
Output	A place where information leaves a system, such as speakers or headphones.		How can we record sounds in different ways?
Copyright	Exclusive legal rights to an image or piece of property.		What is a podcast?
Layers	Multiple sounds or audio files put together to create one piece.		How can we edit digital recordings?
Podcast	An audio file available on the internet, typically available as a series where people discuss a range of topics.		How can we combine audio files?
Sound effect	A sound other than speech made artificially for use in media.		How does my podcast sound?
Trimming	To alter something by removing parts that are not required.		<p>Unit Overview: Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>
Export	To transfer data in a format that can be used by other programs.		
<p><u>E-Safety (Project evolve)</u></p> <p>Copyright and Ownership</p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images</p>			

Year 4: Music – How does music teach us about our community?

Key Skills (Lesson Learning) Children will be:

- Internalise and move in time with a steady beat in 2/4 time
- Copy back rhythms from memory
- Listen to the rhythms provided and create a rhythmic answer.
- Listen to and copy back three-note melodic patterns using the notes G, A, B with notation
- Listen to the melodic patterns and create a simple melodic answer.
- Create melodic patterns using rhythmic combinations of G and A.
- Begin to understand the importance of warming up your face, body and voice
- Copy back melodic patterns using voices
- Share your thoughts and feelings about the music
- Analyse, explore and discover the song/piece's musical concepts and style
- Place the song/piece in its historical, cultural and global context
- Understand the emotion/feeling/intent of the song
- Understand the importance of vocal warm-ups
- Singing as part of an ensemble or large group is fun, but you must listen to each other
- To rehearse and perform their part within the context of the Unit song
- To listen to and follow musical instructions from a leader
- Learn to treat instruments carefully and with respect



Sticky Knowledge

Contemporary R&B music has:

- Strong melodies and passionate vocals.
- Songs often end with the singer ad-libbing.
- Mellow and smooth chord changes played on horns and keyboards.
- A strong backbeat (emphasis on beats two and four of a bar), even on slower songs.
- Electronic drum tracks and highly-polished studio production.

Classical music has:

- Simple, homophonic texture featuring strong melodies and an accompaniment.
- Instrumental pieces are neatly divided into sections, like a song.
- Use of a medium-sized orchestra and/or piano (not harpsichord).
- The mood and dynamics change quite often.

Jazz music has:

- Lots of improvisation, often structured around compositions and songs.
- Combines different scales and melodic styles.
- Often led by melody instruments, such as saxophone, trumpet, violin and voice.
- Complex rhythms which are often played with a swing feel.
- Rhythm sections are often made up of drums, bass, guitar and piano.

Romantic music has:

- Very dramatic performance style, much more expressive than Classical and Baroque music, with huge dynamic and emotional contrasts.
- Often contains elaborate harmonies and textures, with long, sweeping melodies.
- Very large symphony orchestra, with a much thicker and richer sound overall.
- Some Romantic compositions use music to tell stories. This is called programme music.

Subject Specific Vocabulary

Melody	Another name for a tune.
Ad-lobbing	To speak without preparing your words beforehand.
Backbeat	Beats 2 and 4 in a drum-line or if we are clapping along with the music
Improvisation	To make up a tune and play it on the spot; there is an assumption that it can never be recreated.
Symphony	an elaborate musical composition for full orchestra, typically in four movements, at least one of which is traditionally in sonata form
Introduction	Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus,
ensemble	A French word used to describe playing/singing/performing together.

Frère Jacques

Are You Sleeping (Brother John)

French folk song

Frè - re Jac - ques, Frè - re Jac - ques, Dor - mez vous? Dor - mez vous?
Are you sleep - ing? Are you sleep - ing? Bro - ther John, Bro - ther John,

Son-nez les ma-tin - es, Son-nez les ma-tin - es, Ding, dang, dong! Ding, dang, dong!
Morn-ingbells are ring - ing, Morn-ingbells are ring - ing, Ding, dang, dong. Ding, dang, dong.