
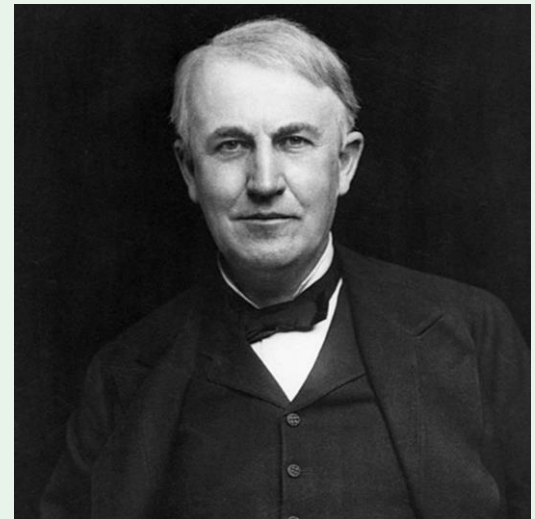
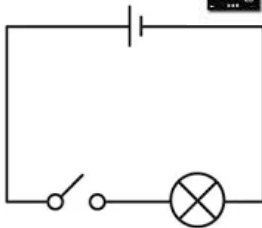


Year 4: Electricity

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will know:
circuit	An electrical circuit is a completed path through which an electrical current flows.	<ul style="list-style-type: none"> ❑ Set up simple practical enquiries, comparative and fair tests. ❑ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ❑ Identify differences, similarities or changes related to simple scientific ideas and processes. ❑ Report on findings from enquiries using oral and written explanations, displays or presentations of results and conclusions. 	What appliances run on electricity?
buzzers	A buzzer is an automatic signalling device. They are used as alarms and door bells.		Why do we need to be safe around electricity?
conductor	A conductor is an object or type of material that allows the flow of an electrical current in one or more directions		What are the components of a circuit?
battery	A battery is a device that stores chemical energy and makes it available in an electrical form.		How do we construct a circuit?
cells	An electrical cell is a device that is used to generate electricity.		What are conductors and insulators?
switch	A switch is an electrical component that can 'make' or 'break' an electrical circuit.		What materials can be used to create circuits?
socket	Sockets allow electrical equipment to be connected to the alternating current (AC) power supply in buildings and at other sites.		Our famous scientist for this unit is: Thomas Edison
appliance	An electrical appliance is a device that uses electricity to perform a function.		
appliance series circuit	Components connected in series are connected along a single path, so the same current flows through all of the components.		
insulator	An insulator is a material whose internal electric charges do not flow freely.		



Where will our U.S.A road trip take us?



Subject Specific Vocabulary	
nomad	A member of a people that travels from place to place to find fresh pasture for its animals and has no permanent home.
Native American	A member of any of the indigenous peoples of North, Central, and South America.
American state	The U.S. is a country of 50 states covering a vast swathe of North America.
national park	An area of countryside, or occasionally sea or fresh water, protected by the state for the enjoyment of the general public or the preservation of wildlife.
Human feature	Structures that are man made and have been built by people
Physical feature	Structures that are naturally occurring, such as rivers and mountains.
Statue of Liberty	The Statue of Liberty is a colossal sculpture on Liberty Island in New York Harbour in New York City.
Niagara Falls	Niagara Falls is a group of three waterfalls at the southern end of Niagara Gorge, between the Canadian province of Ontario and the US state of New York.
tribe	The definition of a tribe is a group of people, or a community with similar values or interests

Key Skills
<p>Identify and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land use patterns.</p> <p><input type="checkbox"/> Identify, name and locate the states of North America.</p> <p><input type="checkbox"/> Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.</p> <p><input type="checkbox"/> Identify the main physical and human characteristics of the states of North America.</p> <p><input type="checkbox"/> Formulate, respond to and offer explanations of geographical questions about the physical and human characteristics of a locations.</p> <p><input type="checkbox"/> Identify and locate countries and describe features using maps, atlases and digital/computer mapping.</p> <p><input type="checkbox"/> Summarise the key physical and human features of a location using a range of resources.</p>

<p>By the end of this unit, I can answer these questions:</p> <p>Where is the USA located in the world?</p> <p>What are the 50 states of the USA?</p> <p>What are the human and physical features of North America?</p> <p>How is the UK different to the USA?</p> <p>What is the climate like in the USA?</p> <p>Who were the Native American Peoples?</p>
--

Year 4 DT Knowledge mat - Mechanisms (Model car)

Subject Specific Vocabulary		Key Skills	Sticky Knowledge
Wheel	found below a vehicle the revolves on an axle to move easily over the ground.	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Select from and use a wider range of tools and equipment to perform practical tasks accurately • Know how to use all tools and equipment safely and when to ask for support • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand and use electrical systems in their products 	<input type="checkbox"/> Know that a vice will hold wood still when cutting it with a saw
Axle	a rod that passes through the centre of a group of wheels		<input type="checkbox"/> Know that a saw should be used responsibly and against a vice when cutting
Engine	a machine with moving parts that converts power to motion		<input type="checkbox"/> Know that a car needs wheels to enable it to move over a surface
Steering wheel	used by the driver to control direction of the vehicle		<input type="checkbox"/> Know that an axle joins two wheels and is used to help them rotate
Headlight	powerful light at the front of a vehicle.		<input type="checkbox"/> Know that the power from the engine moves the axle and wheels
Hacksaw	A saw with a narrow fine toothed blade set in a frame		<input type="checkbox"/> Know an electric circuit is used to light the bulbs in the headlights of a car
Dowel rods	Cylindrical rods usually made from wood, plastic or metal		
Vice	An object attached to a table or bench to hold wood firmly		



Year 4: Dodgeball

Subject Specific Vocabulary

Pressure	Tactics
Officiate	Opponent
Referee	Fair play
Consistently	Outwit
Support	Sportsmanship
Tournament	Cooperatively
Accuracy	Control
Aim	Agility

Local Clubs

Canterbury Crocodiles Dodgeball Club

Key Skills - Objectives

To develop the ability to throw at a moving target.

To use jumps, dodges and ducks to avoid being hit.

To develop catching skills at different heights.

To learn how to block using the ball.

To understand and apply the rules of the game.

Rules of the game

You may only pick up one ball at a time.

When throwing, you aim for the chest, arms and legs. Headshots are not allowed.

If the ball hits your chest, arms or legs, you are out of the game.

If you catch a ball someone else threw, they are out of the game.

Movement is essential.

Team Work / Fair Play

Working as a team to succeed.

Supporting each other throughout the game.

Trusting team members to do their part.

Attitude – being accepting of success or defeat.



Year 4: PE – Basketball

Subject Specific Vocabulary – Key words

Dribble	Basket
Double dribble	Hand-eye coordination
Space	Agility
Opponent	Speed
Defender	Direction
Attacker	Communication
Chest pass	Aim
Bounce pass	



Local Club

Kent Crusaders

<https://www.kentcrusaders.co.uk/wp/>

Key Skills - Objectives

To develop protective dribbling against an opponent.

To move into a space to support a teammate.

To choose where to pass and when to dribble the ball.

To track an opponent and use defensive techniques to win the ball.

To perform a set shot and a jump shot.

To understand the rules of the game and use them to play a game

To use all of the tactics learnt to play a game.



Rules of the game

To win the game you must score more baskets than your opponent.

Players need to keep themselves and the ball inside of the playing area.

Players cannot walk or run while holding the ball, they need to dribble the ball whilst moving.

You cannot dribble with two hands at the same time.

You cannot double dribble. This is where you dribble, stop and then dribble again.

Players must not make unfair contact with another player.

Team Work / Fair Play

Respect coaches, teammates, opposition and referees.

To accept the decision of the referee with good grace.

Players work towards a collective effort to score baskets to achieve success.

Listen and take on board the ideas of others.

Famous People/Teams

Ben Gordon – British player for Chicago Bulls

LeBron James (Famous American basketball player)

Basketball England

Year 4 : PSHE – Being my best

Subject Specific Vocabulary

Hygiene	Ways of promoting health and preventing illness, usually through cleanliness.
Feelings	An emotional state or reaction.
Sleep cycle	The regular pattern of rest that your body uses to recover after each day.
First aid	Help given to a sick or injured person until full medical treatment is available.
Injury	When someone harms or hurts themselves or others.
Emergency services	Public organisations that respond in emergencies such as the police and the fire service.
Community	A group of people who share common goals, ideals or characteristics.
Screen time	The amount of time spent looking at computerised screens such as televisions and phones.



Key Skills

- Identify a range of factors that maintain a balanced and healthy lifestyle.
- To know what good physical health means and how to recognise the signs of illness.
- To know if someone is injured to seek medical assistance, calling the emergency services if necessary.
- To know what good physical health means and how to recognise the signs of illness.
- To know what a healthy balanced diet looks like, and how to manage a healthy diet well.
- Understand the different age groups that make up and contribute to a community.
- Know about the individuals and groups in the local community that help, including through volunteering and work.
- To know that it important to balance physical activities with screen time, so that w do not develop sedentary lifestyles.










Sticky Knowledge about The wider world

- Sleep and rest are important for growing and keeping healthy.
- Medicines and vaccinations can help people stay healthy and manage allergies.
- Food and drink can help keep our teeth healthy alongside good dental hygiene routines.
- Sometimes we need to ask for help and advice and there are different ways that we can do this.
- The emergency services are there to help us and keep us safe in dangerous situations. We can call the ambulance, police, fire service and coastguard.
- It is important to have good hygiene and look after our body by eating healthily, washing regularly and the like.

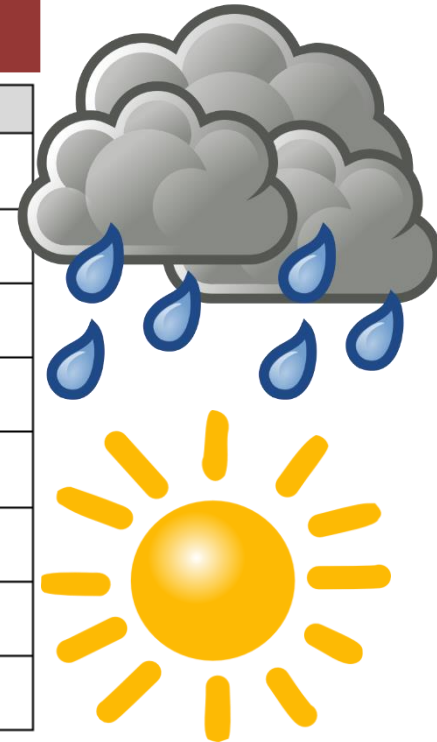


Year 4: Spanish – What is the weather?

Subject Specific Vocabulary

Spanish	English
¿Qué tiempo hace?	What is the weather?
 Está lloviendo.	It is raining.
 Está nevando.	It is snowing.
 Hay tormenta.	There is a storm.
 Hace sol.	It is sunny.
 Hace mucho viento.	It is windy.
 Hace buen tiempo.	The weather is fine.
 Hace mal tiempo.	The weather is not good.

Spanish	English
 Hace frío.	It is cold.
 Hace calor.	It is hot.
En el norte de España...	In the north of Spain...
En el sur de España...	In the south of Spain...
En el centro de España...	In the centre of Spain...
En el oeste de España...	In the west of Spain...
En el este de España...	In the east of Spain...
el clima	the weather

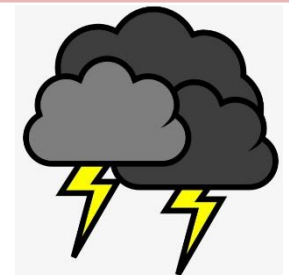


By the end of this unit I will be able to answer:

- What different types of Weather are there?
- What is the weather like outside today?
- What is the weather like in different places?
- How would I ask for more than one item?

Key skills:

- Repeat and recognise the vocabulary for weather in Spanish.
- Ask and say what the weather is like today.
- Create a Spanish weather map.
- Describe the weather in different regions of Spain using a weather map with symbols.






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

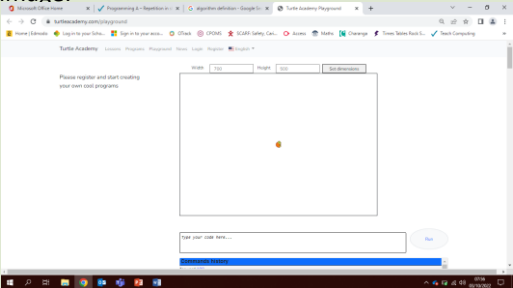
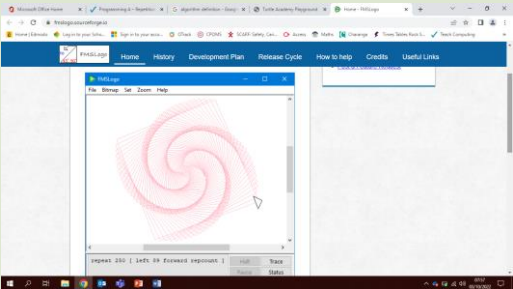
Subject Specific Vocabulary		Lines of enquiry:	Key Skills
Passover	A Jewish festival to remember the freeing of slaves from Egypt.	What is the importance of food?	<ul style="list-style-type: none"> Describe the variety of practices and ways of life in different religions. Identify religious symbolism. 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 RE: Judaism – What is the best way for a Jew to show commitment to God?

Subject Specific Vocabulary		Lines of enquiry:	Key Skills
Responsibility	Having a duty to deal with something or someone.	When are we old enough for responsibility?	<ul style="list-style-type: none"> Describe the variety of practices and ways of life in different religions. 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. Understand the different ways in which people show commitment to their faith.
Bar Mitzvah	The initiation ceremony of a Jewish boy at the age of 13, who is considered ready to observe religious rules and take part in public worship.	What is a Bar Mitzvah?	
		What are the different ways Jews show commitment to God?	
Bat Mitzvah	The initiation ceremony of a Jewish girl aged 12 years and 1 day, considered the age of religious maturity.	How do Jews show their commitment to God?	
Mitzvoth	A commandment or religious duty.		
Tu B'Shvat	A Jewish holiday on the 15th day of the month of Shevat. Known as the 'New year of the trees' people often plant trees in celebration.	 	

Year 4 : Programming A – repetition in shapes (ICT)

Subject Specific Vocabulary		Software and Tools	Lines of enquiry about repetition in shapes
Algorithm	A set of specific instructions to be able to complete a process.	<p>Turtle academy – coding and movement of an image.</p>  <p>Logo – coding and repetition of shapes.</p> 	How do I program a screen turtle?
Command	An instruction causing a computer to perform a simple function.		How can I program letters?
Debug	To identify and remove errors from a computing program.		How can I create patterns and repeats?
Value	The amount assigned to a point or place.		How can I use loops to create shapes?
Decomposition	Breaking down a program into smaller parts.		How can I use code to program?
Snippet	A small piece of program.		What will my program do?
Loop	A program of instructions that is repeated.		Unit Overview: Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming
<p><u>E-Safety (Project evolve)</u> Health, wellbeing and lifestyle / Self-image and identity I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. I can explain how my online identity can be different to my offline identity.</p>		<p><u>E-safety (continued)</u> I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	

Year 4: Music – How does music shape our way of life?

Subject Specific Vocabulary

Melody	Another name for a tune.
Rhythm	Long and short sounds that happen throughout the music.
Time signature	An indication of rhythm and how many beats are in a bar.
Ensemble	A French word used to describe playing/singing/performing together.
Major	A key with a bright/happy sound
Acapella	Singing without instruments.
Gospel	Music that is Christian and sung with rich harmony and call and response
Harmony	Different notes sung or played at the same time to produce chords
Call and response	A solo person sings or plays and the rest of the performers sing or play a different musical idea.



Key Skills (Lesson Learning) Children will be:

- Find and keep a steady beat in the time signatures of: 2/4, 3/4 and 4/4.
- Recognise and copy back rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.
- Copy back melodic patterns using the given notes in the key of C major.
- Recognise the sound and notes of the pentatonic scale by ear and from notation.
- Describe legato and staccato.
- Rehearse and learn songs from memory and/or with notation.
- Sing in different time signatures: 2/4, 3/4 and 4/4.
- Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.
- Sing 'on pitch' and 'in time'.
- Sing expressively, with attention to breathing and phrasing.
- Read and perform pitch notation within a range.
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.
- Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.
- Improvise over a simple chord progression.
- Improvise over a groove.
- Create a melody using crotchets, minims, quavers and their rests.
- Use dynamics.
- Use a pentatonic scale.
- Understand how the individual fits within the larger group ensemble.
- Reflect on the performance and how well it suited the occasion.

Sticky Knowledge

Gospel music is:

- Passionate, uplifting lyrics about God, heaven and salvation.
- A strong solo vocalist supported by a choir or instrumental accompaniment.
- Often includes instruments such as drum kit, electric bass and keyboard or Hammond organ.
- Use of syncopated rhythms and a faster tempo than traditional hymns or Spirituals.

20th and 21st century orchestral music is:

- Any style or combination of styles can be performed by an orchestra, in any context.
- Any instrument can be included in the orchestra, including amplified instruments, electronic instruments and audio effects.
- Use of harmonies, melodies and rhythms that weren't heard in earlier styles of orchestral music.
- Use of vocal and instrumental performance techniques that weren't heard in earlier European orchestral styles.

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.

