

Year 4: Living things and their habitats

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I can answer these questions:
Habitat	The natural home or environment of an animal, plant or living organism.	<ul style="list-style-type: none"> Gathering, recording, classifying and presenting data in a variety of ways to help answer questions. Record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables. Identifying differences and similarities or changes related to simple scientific ideas and processes. 	How can living things be grouped?
Food chain	A process showing the transfer of energy, and each organism's source of food.		What is a classification key?
Producer	The earliest point of a food chain, they produce energy, often using sunlight or photosynthesis.		What organisms are living on our school grounds?
Consumer	They gain energy by killing and consuming other members of the food chain.		How do organisms affect their environment?
Organism	An individual animal, plant or single celled life form.		How does the changing environment affect organisms?
Classification	The arrangement of animals and plants into groups based on their features and similarities.		Our famous scientist for this unit is: Evelyn Cheesman
Taxon	A taxonomic group for classification.		<p>Classification of Animals</p>
Kingdom	The largest taxon for classification.		
Phylum	A taxonomic category. Smaller than a kingdom.		
Genus	A taxonomic category. Often will have a capitalised Latin name.		
Species	A group of living things with similarities who are capable of exchanging genes.		



How did the Vikings change England?

Subject Specific Vocabulary

Futhark	The name given to the Viking alphabet. It was made up of 16 runes.
Raids	A sudden armed attack with the aim of causing damage rather than occupying any of the enemy's land.
Longboat	A long narrow warship powered by oars and sails with many rowers.
Longhouse	A large hall-like building where many Viking families would live together.
Berserkers	Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word 'berserk' came from it.
Pagan	Pagans were people who believed in many different gods.
Odin	One of the most famous Viking Gods known for wisdom.
Scandinavia	The name given to a collection of countries: Denmark, Norway and Sweden.
Danelaw	The name given to lands in Britain occupied by the Vikings.
misconception	This means mis-understanding. In Viking terms there were many misunderstandings about the Vikings.
Jorvik	The Viking name for the city of York. York now has a famous Viking museum called Jorvik.



Key Skills

- Sequence the order that things may have happened within a period on a timeline.
- Use research skills to synthesise knowledge about the time period studied.
 - Compare different forms of evidence through research.
 - Compare what life was like for men, women and children in a given period from the past and present my findings in different ways.
- Explain how the events from our past have helped shape our lives today.

Days of the week

The names for most of the days of the week originate from Vikings.

Monday – linked to the moon by the name Mani – Norse for Moon.

Tuesday named after the Viking God of War – Tyr.

Wednesday – named after Odin and known as Woden's Day.

Thursday – named after Thor, the God of thunder.



By the end of this unit, I can answer these questions:

Who were the Vikings and why did they invade?

What was life like in Viking Britain?

Who did the Vikings worship?

How did the Vikings trade and explore?

Why were longboats so important?

How did the Vikings change life in Britain?

Year 4: DT Knowledge Mat – Joins and structure (Viking Weaponry)

Subject Specific Vocabulary

Paper-mache	Papier-mâché is a material consisting of paper pieces reinforced with an adhesive such as glue.
Join	A place or line where two or more things are connected or fastened together.
Component	A part or element of a larger whole.
Structure	A building or other object constructed from several parts.
Purpose	The reason for which something is done or created or for which something exists
Layer	A sheet, quantity, or thickness of material, typically one of several, covering a surface or body.

Sticky Knowledge

- Layers of paper mache can be used to create a shell or a strong structure.
- When measuring to cut, it is important to measure accurately so that your joins are precise and neat.
- Vikings often used weapons such as Axes, swords, lances, spears and shields in battle.



Key Skills

- Measure, mark out, join, assemble materials and components with accuracy.
- Assemble, join, combine materials and components with accuracy.
- Use a range of suitable tools and equipment with accuracy, explaining your choice.
- Follow procedures for safety and hygiene.

Year 4: DT Knowledge Mat – Textiles (Weaving)

Subject Specific Vocabulary

Warp	The threads on a loom over and under which other threads (the weft) are passed to make cloth.
Thread	A long, thin strand of cotton, nylon, or other fibres used in sewing or weaving.
Tension	The degree of tightness of stitches in knitting and weaving.
Weaving	The craft or action of forming fabric by interlacing threads.
Pattern	A repeated decorative design.
Layer	A sheet, quantity, or thickness of material, typically one of several, covering a surface or body.

Sticky Knowledge

- Threads are woven between the strands of the warp to create a pattern and a tight structure.
- When weaving, it is important not to pull too tightly on the wool or the tension will be affected.
- It is important to tie a secure knot when weaving or the threads will unravel.

Key Skills

- Cut, then join textiles using a running stitch, over sewing, back stitch or fastenings.
- Understand seam allowances, create simple patterns and appropriate decoration techniques
- Use a range of suitable tools and equipment with accuracy, explaining your choice.
- Explain their choice of material and component according to functional properties and aesthetics.



Year 4: Music – How does music connect us with our past?



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.
- Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers.
- Listen to and copy back three-note melodic patterns using the notes F, G, A from memory and with notation Listen to the melodic patterns and create a simple melodic answer. Create melodic patterns using rhythmic combinations of F and G or F, G and A Begin to understand the importance of warming up your face, body and voice
- 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
- Learn the design/structure of the song
- Play any one, or all four, differentiated parts on a tuned instrument – a one note, simple or medium part from notation
- 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

Subject Specific Vocabulary

Bass	A very low pitch note.
Texture	Layers of sound in music.
Harmony	Different notes sung or played at the same time, to produce chords.
Style	The type of music eg blues or rock.
Structure	How the sections (verses and choruses etc) of a song are ordered to make the whole piece
Off beat	If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the obeat you would clap on beats 2 and 4 not 1 and 3
Dynamics	How loud or quiet the music is.

Sticky Knowledge

Electronic Dance Music (EDM) is:

- Polished, electronic drum sounds designed for dancing.
- Strong basslines, often played with a fuzzy or muddy-sounding synthesizer timbre.
- Cycles of tension and release, with gradual changes in texture leading to a big climax, known as a 'drop'.
- Repeating melodic and harmonic patterns played on synthesizers.

Pop music is:

- Strong melodies and hooks, with an emotional singing style and lively rhythms.
- A simple structure of alternating verses and choruses.
- A polished studio sound.
- Lyrics about themes people relate to, like love, relationships and having fun

Folk music is:

- Melodies and rhythms relate directly to the wider culture they come from.
- Lyrics are sung in the languages and accents local to the singer(s).
- Songs express the emotions, humour and stories of the cultures they come from.

Jazz music is:

- 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.



Year 4: PE – Tag Rugby

Subject Specific Vocabulary – Key words

Dodging	Direction
Spatial Awareness	Speed
Eye contact	Wide hands
Hug the ball	Move your feet
Hands ready to catch	Control
Accuracy	Two handed throw
Two handed catch	Pass and run
Aim	Space
Eye contact	Place ball down

Key Skills - Objectives

- To learn the importance of agility when dodging in tag rugby
- To become familiar with catching a rugby ball
- To learn how to pass the ball backwards down a line
- Learning to develop the tagging technique using the correct rules
- To develop basic tactics using the magic diamond
- To develop pupils knowledge of how to score a 'try' and to learn basic game rules

Rules of the game

- A try is scored by the attacking team when they place the ball on the ground on or over the try line
- A try is worth 1 point
- Defenders must remove the ball carriers tag to stop their progress
- The pass must either be backwards or level

Team Work / Fair Play

- The ball carrier must not deliberately make contact with an opponent
- Players should not kick the ball
- Players must be good sportsmen
- The referees decision is final

Famous People/Teams

- Rory Underwood
- Martin Johnson
- Lydia Thompson



Year 4: Yoga

Subject Specific Vocabulary – Key words

Muscle	Control
Body tension	Coordination
Body posture	Pose
Stretch	Calmness
Breathing	Focus
Upper body	Strength
Lower body	Flow

Key Skills - Objectives

- To be able to stretch and move the body.
- To explore different breathing techniques whilst relaxing.
- To develop flexibility by trying a range of poses.
- To attempt a variety of yoga poses to develop strength, balance and control.
- To explore gratitude when remembering and repeating a yoga flow.

Reminders

- Move carefully
- Stretch only as far as feels comfortable.
- Maintain a steady breathing pattern
- Be aware of other members of the class

Team Work / Fair Play

- Ensure you are listening carefully
- Treat your partner with respect
- Ensure your partner is comfortable with the balance

Benefits of yoga

- It can help to calm and re-center the mind.
- It helps to develop balance and flexibility.
- Yoga has many health benefits.
- Yoga can help you sleep better.



Year 4 : PSHE – Valuing difference

Subject Specific Vocabulary	
Negotiation	A discussion aimed at reaching an agreement.
Compromise	An agreement made by two or more groups that make concessions.
Personal space	The physical space around someone. Encroaching on this can make them feel threatened or uncomfortable.
Gender	Often used to describe male female or other identities.
Race	Often used to identify someone's skin colour or where they are from.
Racism	Deliberate acts of unkindness or violence towards people because of their skin colour.
Respect	An understanding and appreciation of someone or something, treating them as equal.
Bullying	To emotionally, verbally or physically seek to harm or distress somebody.
Community	A group of people who share common goals, ideals or characteristics.
Compassion	Concern and care for the wellbeing and lives of others.
Stereotype	A widely held but not always true view or opinion of someone or something.

Key Skills
Recognise the differences between themselves and others.
Identify what they have in common with other people.
Understand that some people are treated differently because of their differences.
Recognise that they belong to different communities, as well as the school community.
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.



**How Our Differences
Can Make Us Stronger**



Sticky Knowledge about Valuing difference

Everybody on this planet is different and unique.

People have different races, genders, faiths and beliefs.

We often have a lot in common with other people.

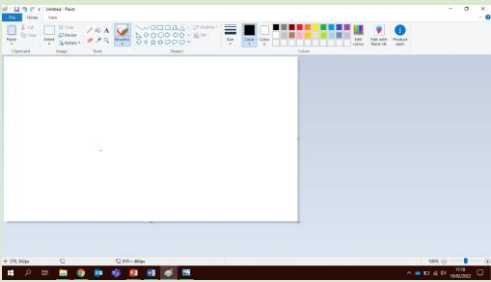
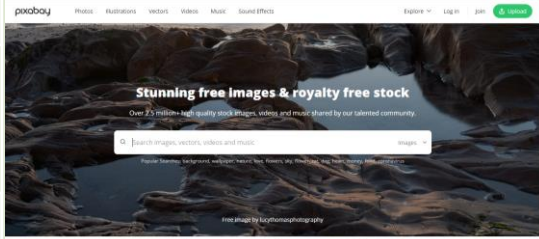
It is important to be respectful of people's differences and similarities.

Respect, trust and mutual interest are all important parts of building healthy, lasting relationships.

People often have stereotypes, or things that they believe about different groups of people. These are often incorrect and can be offensive.



Year 4 : Creating media – photo editing (ICT)

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about photo editing
Digital media	Images and communication online	<p>Paint – image editing software. pixabay.com – free images in the public domain that are available for downloading and editing</p>   <p><u>E-safety (continued)</u> I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs.</p>	<ul style="list-style-type: none"> I can identify changes that we can make to an image I can explore how images can be changed in real life I can explain the effect that editing can have on an image I can explain what has changed in an edited image I can change the composition of an image by selecting parts of it I can consider why someone might want to change the composition of an image I can talk about changes made to images I can choose effects to make my image fit a scenario I can explain why my choices fit a scenario I can identify how an image has been retouched I can give examples of positive and negative effects that retouching can have on an image I can choose appropriate tools to retouch an image I can sort images into ‘fake’ or ‘real’ and explain my choices I can combine parts of images to create new images I can talk about fake images around me <ul style="list-style-type: none"> I can consider the effect of adding other elements to my work I can compare the original image with my completed publication I can evaluate the impact of my publication on others through feedback <p>Unit Overview: In this unit, learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>
Composition	The way something is made up		
Crop	Something that has been cut or trimmed		
Copyright	Exclusive legal rights to an image or piece of property.		
Filter	Image editing software to change the appearance of something.		
Editing	The process of correcting, condensing or modifying something.		
Retouching	To improve or repair something by making changes or additions.		
‘fake’ images	Images that have been retouched or falsely portray something.		
<p><u>E-Safety (Project evolve)</u> Online Bullying/ Online Relationships I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>			

Year 4: Spanish – My family

Subject Specific Vocabulary

Spanish	English
la familia	the family
el padre / el papá	the father / the dad
la madre / la mamá	the mother / the mum
el hermano	the brother
la hermana	the sister
el abuelo	the grandfather
la abuela	the grandmother
el tío	the uncle
la tía	the aunt
el padrastro	the stepfather
la madrastra	the stepmother
el hermanastro	the stepbrother / halfbrother
la hermanastra	the stepsister / halfsister
el hijo	the son
la hija	the daughter
el primo	the cousin (male)
la prima	the cousin (female)
los padres	the parents

Spanish	English
los abuelos	the grandparents
los hermanos	the siblings/ brothers and sisters
mi, mis	my
¿Tienes hermanos?	Do you have any brothers or sisters?
Si, tengo un hermano.	Yes, I have a brother.
Si, tengo una hermana.	Yes, I have a sister.
Si, tengo dos hermanos.	Yes, I have two brothers.
Sí, tengo dos hermanas.	Yes, I have two sisters.
No, soy hijo único.	No, I am an only child. (boy)
No, soy hija única.	No, I am an only child. (girl)
¿Cómo te llamas?	What is your name?
¿Cómo se llama tu [family member] ?	What is your [family member]'s name?
Me llamo...	My name is...
Se llama...	His/her name is...
¿Cuántos años tienes?	How old are you?
¿Cuántos años tiene ____?	How old is ____?
Tengo ____ años.	I am ____ years old.
Tiene ____ años.	He/she is ____ years old.




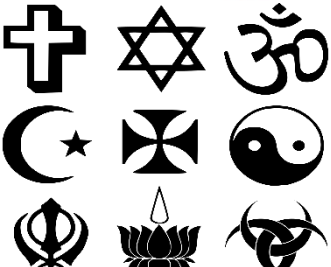
By the end of this unit I will be able to answer:

- How do I say who is in my family?
- How do I ask people who is in their family?
- Do I have any brothers or sisters?
- Who is in my wider family?

Key Skills:




- Identify family members and their corresponding definition in English
- Explain whether I am an only child or if I have siblings.
- Ask people who is in their family, and tell people who is in my own family

Year 4 RE: Christianity – What is the most significant part of the nativity story for Christians today?

Subject Specific Vocabulary		Lines of enquiry:	Key Skills
Symbol	An image or object that has specific meaning to groups of people.	What do we need symbols for?	<ul style="list-style-type: none"> Identify religious symbolism. Express how symbolic 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. Describe a variety of practices and ways of life and how these are connected to beliefs and teachings. Examine how religious festivals are related to key figures events and stories.
Symbolic	The important meaning of an object or item.	What symbols do Christians have to represent advent?	
Incarnation	A person who embodies a spirit or deity. In Christianity this refers to Jesus being an embodiment of God.	What is an incarnation?	
		How is a Christingle an important symbol?	
Advent	The four Sunday's preceding Christmas in the lead up to the holidays.	What part of the nativity story is significant to Christians today?	
Christingle	A lighted candle symbolizing Christ as the light of the world, held by children at a special Advent service.		
Nativity	The Christian festival and story of the birth of Jesus Christ.		



Year 4 RE: How is Advent and Christmas around the world celebrated?

Subject Specific Vocabulary		Lines of Enquiry	Key Skills
Advent	The time of waiting and preparation for the arrival of Jesus.	How is advent celebrated in Mexico?	<ul style="list-style-type: none"> • Identify religious symbolism. • Explain how shared beliefs of right and wrong affect behaviour. • Describe a variety of practices and ways of life and how these are connected to beliefs and teachings. • Investigate the significance of religion in local, national and global communities. • Examine how religious festivals are related to key figures events and stories.
Jerusalem	The capital city of Israel. Also features in the Christmas story, the birth of Jesus.	How is advent celebrated in Poland?	
Piñata	A papier-mâché mould filled with sweets. In Mexico they are used to represent the devil, and children strike the piñata with faith to release 'blessings'		
Faith	A strong belief in a religion or set of teachings.		
Disciples	A follower of Jesus Christ during his life.		
Wafer	A thin sweet cookie. In Poland they share wafers with nativity scenes on them around Christmas time.		
Nativity	The birth of Jesus Christ.		