
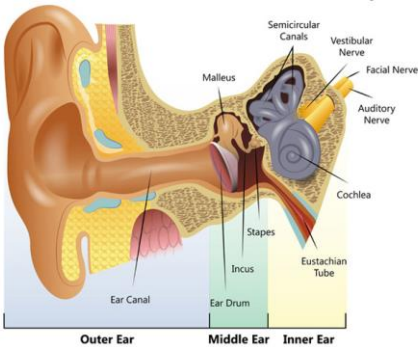



# How can we save our oceans?

Subject Specific Vocabulary			Key Skills
<b>abyss</b>	A deep or seemingly bottomless void.		<p><b>By the end of this unit, I can answer these questions:</b></p> <p>What are the oceans of the world?</p> <p>What are the layers of the ocean?</p> <p>What lies at the bottom of the ocean?</p> <p>How is plastic affecting our oceans?</p> <p>Why are coral reefs under threat?</p> <p>How can we save our oceans?</p>
<b>ocean</b>	A very large expanse of sea.		
<b>reef</b>	A ridge of jagged rock, coral, or sand just above or below the surface of the sea.		
<b>pollution</b>	Introduction into the environment of a substance which has harmful or poisonous effects.		
<b>recycle</b>	Convert (waste) into reusable material.		
<b>sustainable</b>	The ability to be maintained at a certain rate or level.		
<b>tide</b>	The alternate rising and falling of the sea, due to the attraction of the moon and sun.		
<b>trench</b>	A long, narrow, deep depression in the ocean bed		
<b>coral</b>	Coral is a small organism that lives in warm water and attaches itself to rocks, with some types building a hard skeleton.		
<b>bleaching</b>	To remove colour. Coral usually turns white when it is bleached.		
<b>coast</b>	The part of the land adjoining or near the sea.		



# Year 4: Sound

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will know:	
<b>vibrating</b>	Sound is caused by the vibration of a medium (usually air) and it travels in waves.	<ul style="list-style-type: none"> <li>❑ Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>❑ Setting up simple practical enquiries, comparative and fair tests</li> <li>❑ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>❑ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>❑ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>❑ Using straightforward scientific evidence to answer questions or support their findings</li> </ul>	How are sounds made?	
<b>pitch</b>	A high sound has a high pitch and a low sound has a low pitch. A tight drum skin gives a higher pitched sound than a loose drum skin.		What is the link between pitch and vibration?	
<b>volume</b>	Volume is the perception of loudness from the intensity of a sound wave. The higher the intensity of a sound, the louder it is perceived in our ears, and the higher volume it has.		Does distance affect sound?	
<b>insulation</b>	Protecting something by surrounding it with material that reduces or prevents the transmission of sound.		How do sounds travel to our ear?	
<b>outer, middle and inner ear</b>	The ear is made up of three different sections: the outer ear, the middle ear, and the inner ear. These parts all work together so you can hear and process sounds.		How do our ears work?	
<b>cochlea</b>	The cochlea looks like a spiral-shaped snail shell deep in your ear. It plays an important part in helping you hear.			Our famous scientist for the term is: Heinrich Hertz
<b>auditory</b>	Auditory is close in meaning to acoustic, but auditory usually refers more to hearing than to sound.			
<b>frequency</b>	Frequency is measured as the number of wave cycles that occur in one second.			
<b>hammer</b>	The ear has little bones called ossicles that help you hear. They are called the hammer (malleus), anvil (incus), and stirrup (stapes). They amplify the sound or make it louder.			

# Year 4: Art – Experimenting with Colour Knowledge Mat

## Subject Specific Vocabulary

<b>Primary colour</b>	Primary colours are basic colours that can be mixed together to produce other colours. They are usually considered to be red, yellow, blue, and sometimes green.
<b>Secondary colour</b>	A secondary colour is a colour made by mixing of two primary colours in a given colour space.
<b>Tertiary colour</b>	A colour produced by an equal mixture of a primary colour with a secondary colour adjacent to it on the colour wheel.
<b>Mixing</b>	combine or put together
<b>Proportion</b>	Proportion describes the size, location or amount of one element in relation to another.
<b>Tint</b>	Where white is added to a colour in varying degrees to create a lighter appearance.
<b>Shade</b>	Where black is added to a colour in varying degrees to create a darker appearance.

## Sticky Knowledge

<input type="checkbox"/> Know that colour and different techniques can create mood and feeling.
<input type="checkbox"/> Know that red, yellow and blue are the primary colours.
<input type="checkbox"/> Know that secondary colours can be made by mixing: red + yellow = orange blue + yellow = green blue + red = purple
<input type="checkbox"/> Know how to mix the tertiary colours.
<input type="checkbox"/> Identify the difference between a tint and a shade.

## Key Skills

Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.

Begin to choose appropriate media to work with.

Use light and dark within painting and show understanding of complimentary colours.

Mix colour, shades and tones with increasing confidence.

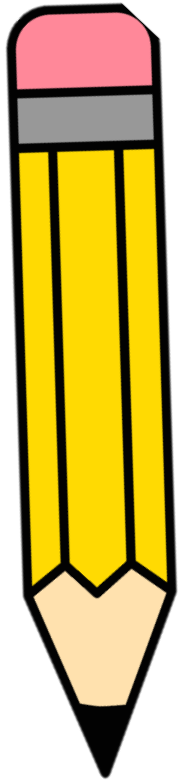
Work in the style of a selected artist (not copying). Possible artists: Hopper, Rembrandt

## Key Artists













- Marcia Baldwin
- Jess King
- Jason DeCaires Taylor



# Year 4: Spanish – In the classroom



## Subject Specific Vocabulary

	Spanish	English
	un libro	a reading book
	un cuaderno	an exercise book
	un lápiz	a pencil
	un bolígrafo	a pen
	un sacapuntas	a sharpener
	un estuche	a pencil case
	una calculadora	a calculator
	una barra de pegamento	a glue stick
	una regla	a ruler
	una goma	a rubber
	una mochila	a rucksack
	unas tijeras	a pair of scissors

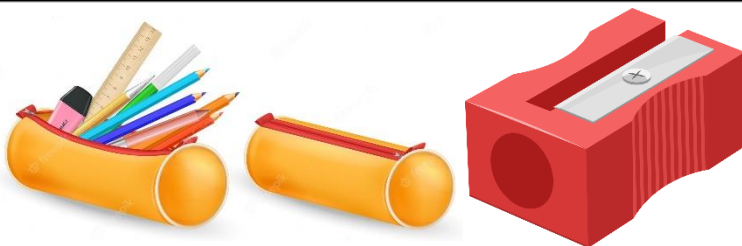
Spanish	English
tengo	I have
no tengo	I do not have
¿Qué tienes en tu estuche?	What do you have in your pencil case?
En mi estuche tengo...	In my pencil case I have...
En mi estuche no tengo...	In my pencil case I do not have...
mi	my (singular nouns)
mis	my (plural nouns)
y	and

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

- What objects do I have in my pencil case?
- How do I ask someone what they have in their pencil case?
- How do I say that I do not have something?

**Key skills:**

- Repeat, recall and spell a range of classroom objects.
- Change the word for 'a' before a classroom object to the correct word for 'my'.
- Recall in spoken and written form what I have and do not have in my pencil case.





# Year 4: PE - Gymnastics

## Subject Specific Vocabulary – Key words

Travel	Control
Body tension	Shapes
Body posture	Jumping
Landing	Rotation
Vertical axis	Counter balance
Counter tension	Strength
Apparatus	Timing



## Key Skills - Objectives

To explore ways of travelling across a bench using different levels, body parts and speeds

To explore matching and mirroring when performing shapes with a partner

To develop jumping technique by learning how to turn in mid-flight

To attempt a variety of partner balances exploring counter tension and counter balance techniques

To introduce the fundamental skills required to perform a forward roll

To perform a full routine that involves shapes, travelling, balances, jumping, rolling and small apparatus



## Reminders

Move carefully around the room

Land safely

Follow instructions carefully when moving equipment

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

## Famous People/Teams

Simone Biles – American Olympic Gymnast

Max Whitlock – British Olympic Gymnast

Becky Downie – British Olympic Gymnast

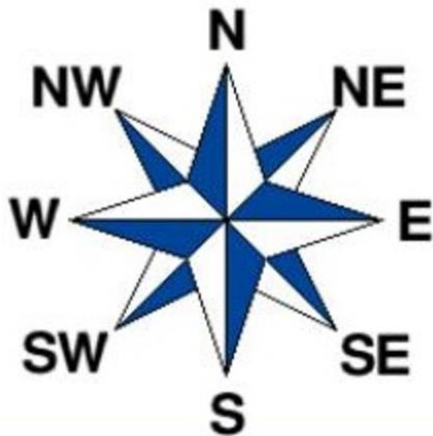
Louis Smith – British Olympic Gymnast

# Year 4: OAA

Subject Specific Vocabulary – Key words	Key Skills – Objectives	Reminders
Orientation	I can accurately follow and give instructions.	Be aware of your surroundings.
Obstacle	I can confidently communicate ideas and listen to others.	Stay within the designated areas.
Communication	I can identify key symbols on a map and use a key to navigate around a grid.	Make sure everyone in your group knows what they are doing.
Navigation	I can plan and apply strategies to solve problems.	
Key	I can reflect on when and why I was successful at solving challenges.	
	I can work collaboratively and effectively with a partner and a small group.	

## Team Work / Fair Play

- Ensure you are listening carefully to your peers.
- Treat your partner with respect.
- Make sure any instructions you provide are clear and easy to understand.



### Orienteering & Team Building

Key

MAP 1, MAP 2, MAP 3

The PE Umbrella with Ryan Eke

# Year 4 : PSHE – Growing and changing

Subject Specific Vocabulary	
Feelings	An emotional state or reaction.
Menstrual cycle	The process of ovulation and menstruation in females.
Genitalia	The organs of reproduction, especially the external organs.
Puberty	The period where a young person's body changes, and they become able to reproduce.
Relocation	Moving to a new permanent place or residence,
Compromise	An agreement made by two or more groups that make concessions.
Marriage	The legal union of two people in a relationship.
Civil partnership	The union of two people by signing a civil document.


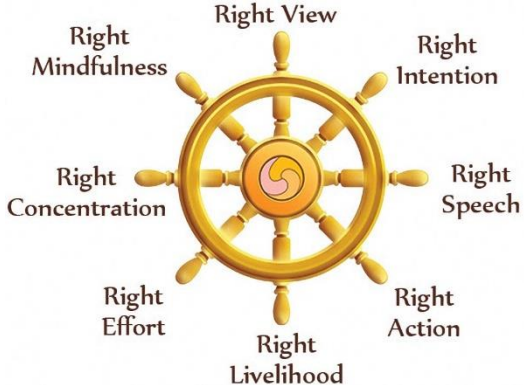

Key Skills
How to discuss the challenges of puberty with a trusted adult.
Strategies to manage the changes during puberty, including menstruation.
The importance of personal hygiene routines, particularly during puberty.
To know that emotional changes are natural, and if they are struggling, they can talk to people about it.
Knowing the difference between a secret and a surprise, and when is the right time to break confidence and speak to someone.
To know that marriage is a legal union between two people. Civil partnerships are formed with a civil document.
To know that marriage should be an agreement from both parties, but some people are forced into marriages.



Sticky Knowledge about The wider world
Puberty is where the body changes and develops. People get taller, grow body hair and notice other changes.
As we grow up not only do we change but our needs do too.
Our body parts have different names including our external genitalia.
The menstrual cycle is a natural part of a female's life.
It is important to maintain personal hygiene for example using deodorant, washing regularly.
Relocating to a new area can have a big emotional impact.
Marriage is where two people make vows and agree to spend their lives with each other.
In the UK, it is legal for same sex couples to get married.
Forced marriages are illegal in the UK, but they do still sometimes happen.




# Year 4 RE: Buddhism – Could the Buddha’s teachings make the world a better place?

Subject Specific Vocabulary		Lines of enquiry:	Key Skills
Enlightenment	The state of having clear knowledge or understanding of a topic, idea or process.	How do things change?	<ul style="list-style-type: none"> <li>Describe the variety of practices and ways of life in different religions.</li> <li>Identify religious symbolism.</li> <li>Describe a variety of practices and ways of life and how these are connected to beliefs and teachings.</li> <li>Demonstrate an understanding that personal experiences and feelings can influence their attitudes and actions.</li> </ul>
8 fold path	The name for the group of beliefs that Buddhists have about how they should live their lives.	How did the buddha teach us to make the world a better place?	
		How could we use the 8-fold path to guide us?	
Intent	The reason or purpose for doing something.		
Cycle	Something that recurs and happens again, a repeated cycle		
Meditation	The act of focusing your mind and clearing your thoughts as a form of religious relaxation and focus.		



# Year 4 : Data and information – Data logging (ICT)

Subject Specific Vocabulary		Software and Tools	Lines of enquiry about data logging
Data	Facts and information that is collected.	<p>Data logger – used for collecting a range of information to analyse.</p> 	What data can I collect?
Data logger	A device that can be set up to record a range of different information.		How can I collect data?
Sensor	A device which measures and records physical changes		How does a data logger work?
Analysis	Examining information closely		What does my data tell me?
Import	To transfer data into a file or document		Can this data answer my question?
Export	To transfer data out of a file or document		<p>Unit Overview: In this unit, learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>
Data point	A single piece of information		
interval	A pause or break in activity		
<p><u>E-Safety (Project evolve)</u> Privacy and Security I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</p>			

# Year 4: Music – How does music improve our world?



## Subject Specific Vocabulary

Chord	More than one note played at the same time.
Bridge	middle 8 Contrasting section which leads back to main material.
Coda	Short section which brings the song or piece to an end
Notation	Ways to visually represent music.
Recurring theme	A tune that repeats again and again in a piece of music.
Minim	A note which lasts two beats.
Crotchet	A note which lasts one beat.
Quaver	A note which lasts half a beat.
Improvise	To make up rhythms and melodies on the spot.
Major	A key with a bright/happy sound
Minor	A key with a dark /sad sound



## Sticky Knowledge

Disco music has:

- A strong, simple drumbeat with a bass drum playing on each beat of the bar.
- Repeating melodies and chord progressions, played by trumpets, saxophones and trombones (horn section) over the top of rhythm guitars and a syncopated bassline.
- Use of electronic instruments, including drum machines and synthesizers.
- Use of a string section playing punchy melodies and stabs

Musicals have:

- Very expressive style, with strong melodies, lively rhythms and rich, dramatic orchestration.
- Lyrics are delivered in a mixture of speaking and singing.
- The music follows the mood of the storyline.

Folk music has:

- 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

20<sup>th</sup> and 21<sup>st</sup> century Orchestral music has:

- 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.

## Key Skills (Lesson Learning) Children will be:

- Internalise and move in time with a steady beat in 3/4 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