

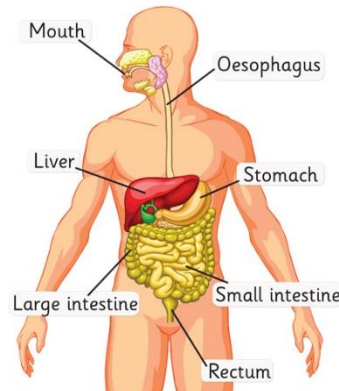
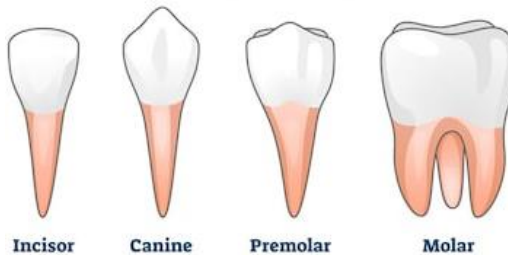
Year 4: Teeth and the Digestive System

Subject Specific Vocabulary	
pancreas	The pancreas produces juices called enzymes which help the body digest food.
oesophagus	The oesophagus is like a stretchy tube that moves food from the back of the throat to the stomach.
intestine	The main function of the small intestine is absorption of nutrients and minerals from food. The major function of the large intestine is to absorb water from the remaining indigestible food.
organ	The skin is the biggest organ of your body. Other organs include your brain, lungs, heart, liver, stomach, intestines, pancreas, and kidneys, all called internal organs.
molars	Molars are the teeth that are used for chewing and grinding our food.
canine	Canines are the teeth used for ripping and tearing our food. We have two located at the top of our mouth and two at the bottom.
food chain	A food chain is a diagram that shows us how animals are linked by what they eat.
predators	Predators are wild animals that hunt, or prey on, other animals. Predatory animals need the flesh of the animals that they kill to survive.
prey	The term prey refers to an animal that is sought, captured, and eaten by a predator.
salivary gland	The salivary glands contain special enzymes that help digest the starches in your food.

Working Scientifically

- ❑ Setting up simple practical enquiries, comparative and fair tests.
- ❑ Recording findings using simple scientific language, drawings and labelled diagrams.
- ❑ Use results do draw simple conclusions, make predictions suggest improvements and raise further questions.
- ❑ Use straightforward scientific evidence to answer questions and support their findings.

TYPES OF TEETH



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

What different types of teeth do humans have?

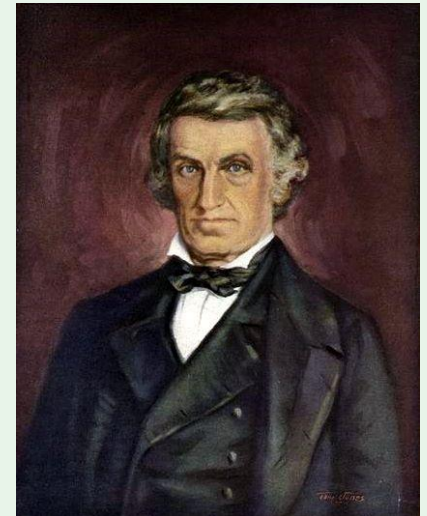
Why is it important to look after our teeth?

What is the digestive system?

How does the digestive system work?

What are food chains?

Our famous scientist for this unit is: William Beaumont



How did the Saxons change England?

Subject Specific Vocabulary

archaeologist	People who discover our history by looking at artefacts that have been found.
Anglo-Saxon kingdoms	The Anglo-Saxons formed many regions each with one ruler, known as 'kingdoms'.
shires	Saxon lands were divided into shires, which helped to make up the counties we have today
Shire reeve	The peace officer of a shire, later known as 'sheriff'.
Thane	An important Anglo-Saxon person.
legacy	Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.
Wessex	Known today as Dorset, Hampshire, Somerset and Wiltshire.
Witan or witenagemot	A council that helped the Saxon king rule.
wergild	A fine imposed for stealing or killing.
churl	A lower-class Anglo-Saxon but better than a slave.
Mercia	Known today as East Anglia, Essex, Kent and Sussex.



Saxon Settlements



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

Who were the Anglo-Saxons and why did they come to Britain?
What was life like as an Anglo-Saxon?
Who was Alfred the Great?
How was Anglo-Saxon Britain ruled?
What events led to the battle of Hastings in 1066?
Why was the battle of Hastings an important historical event?

Key Skills

- Explain how events from the past have helped shape our lives today.
- Understand why Britain would have been an important country to be invaded and conquered.
- Summarise what life was like in the time period.
- Describe different accounts of a historical event and explain reasons why the accounts may differ.
- Sequence the order of events that have happened on a timeline.
- Select dates and historical terms to describe events.
- Compare what life was like for men, women and children in a given period from the past and present findings in different ways.
- Speculate why certain events happened in history

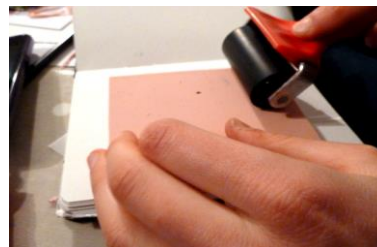
Year 4: Art – Printing Knowledge Mat

Subject Specific Vocabulary

Printing	To mark a surface or material with a coloured design or pattern. The pattern is transferred to the material.
Impression	A mark that is pressed into the surface of a material.
Relief	Printing from using raised images to create patterns and shapes.
Mixing	combine or put together
Proportion	Proportion describes the size, location or amount of one element in relation to another.
Roller	An item or device used to press a printing block into the material or fabric to transfer the ink or paint.
Printing block	A material used to carve shapes and patterns. When painted and applied to a material, the pattern is transferred.

Sticky Knowledge

- Know that printing involves using an image or pattern to create a relief on a material.
- Printing can be used in textiles to create patterned fabrics.
- Different shapes can be combined together to create a range of patterns.
- Rollers are used to press the print onto the paper or fabric to leave an impression.



Key Skills

Create printing blocks using a relief or impressed method

Create repeating patterns

Print with two colour overlays

Key Artists

- Zandra Rhodes
- Hokusai

Year 4: Music – How does music bring us together?



Key Skills (Lesson Learning) Children will be:

- Internalise and move in time with a steady beat in 4/4 time
- Copy back rhythms from memory or with notation
- 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 the melodic patterns and create a simple melodic answer
- 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
- 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
- Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world
- Present what has been learnt in the lesson with confidence

Subject Specific Vocabulary

Time signature	The type and number of beats in a bar
Key signature	Where it shows what key the music is in.
Pitch	The range of high and low sounds.
Pulse	The heartbeat or steady beat of a song/piece of music
Rhythm	The combination of long and short sounds to make patterns.
Melody	Another name for a tune.
Tempo	An Italian word used to describe how fast/slow the music goes.
Syncopation	Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places

Sticky Knowledge

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.

Reggae music is:

- Reggae strongly emphasizes the off-beat - beats two and four of a 4/4 bar.
- The music is played at a steady tempo, and the off-beats are usually marked by staccato electric guitar chords.
- There are syncopated, melodic basslines and the drums usually emphasize the third beat of a bar.
- Reggae bands may also include backing singers, organs, saxophones and trumpets.

Soul music is:

- Powerful, passionate vocalists singing about love, family and political issues.
- Instruments include keyboard/electric organ, saxophone, trumpet, electric bass and guitar.
- A strong emphasis on the backbeat - beats two and four of a bar.



Year 4: PE – Fundamentals

Subject Specific Vocabulary – Key words	
Spatial awareness	Direction
Speed	Concentration
Dribbling	Agility
Tapping	High Knees
Looking forward	Pump arms
Power	

Key Skills - Objectives
Pupils explore different ways to move
Pupils explore different ways to test their agility
To understand the importance of concentrating when balancing
To understand how to incorporate fielding techniques with movement
To understand how to link movement patterns and dodging
To combine a range of different skills

Team Work / Fair Play
Working together
Taking turns
Following the rules
Including all team members

Famous Athletes
Jessica Ennis-Hill
Mo Farrah
Katerina Johnson-Thompson
Hannah Cockroft – Wheelchair racing
Kadeena Cox – Paraspport athlete



Year 4: PE – Tri-Golf

Subject Specific Vocabulary – Key words

Heads Up	Hands wide apart
Knees bent	Control
Putter	Swing
Driver	Accuracy
Chipper	Power
Club	Coordination
Stance	Stroke

Key Skills - Objectives

- To understand the basic rules of golf and explore ways of using different clubs to move the ball
- To use varying power and control to move the ball a range of distances.
- To understand different passing techniques and focus on control of the ball
- To understand what type of club to use in different situations.
- To be able to aim accurately to hit a target.
- To play a hockey game and be able to use the skills learnt to beat opponents

Rules of the game

- The golf club should not come up above your knees.
- Putters are used for short distances.
- Chippers are used to get out of bunkers, or to help the ball over obstacles.
- The aim is to get the ball in the hole in as few strokes as possible
- You must play the ball from wherever it lands.



Team Work / Fair Play

- Working together
- Passing the ball
- Fielding opponents

Famous People/Teams

- Tiger Woods
- Rory McIlroy
- Laura Davies
- Harry Cooper



Year 4 : PSHE – Me and my relationships

Subject Specific Vocabulary

Relationship	The way in which two or more people or objects are connected to each other.
Isolated	To have very little contact with others, or to make somebody feel or be alone and apart from others.
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.
Cyber-bullying	The use of electronics or social media to bully someone, usually sending threatening or unkind messages.
Confidentiality	Something that is kept private or secret.
Peer pressure	The influence of a social group to make someone do or not do something.
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.

Key Skills

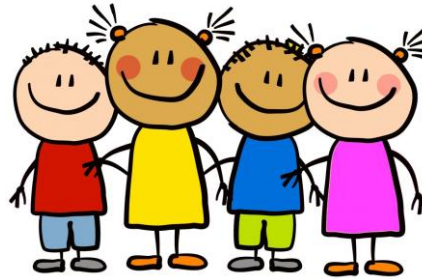
Understand the features of positive healthy friendships.

Strategies to build positive friendships.

How to seek support with relationships if they are feeling lonely or excluded.

Identify the difference between playful teasing, hurtful behaviour and bullying.

How to respond to or report concerns and seek help if worried or uncomfortable.



Sticky Knowledge about Me and my relationships

It is important to build positive and healthy relationships throughout life.

Knowing someone in person is different to knowing someone online and there are risks when communicating with someone you don't know.

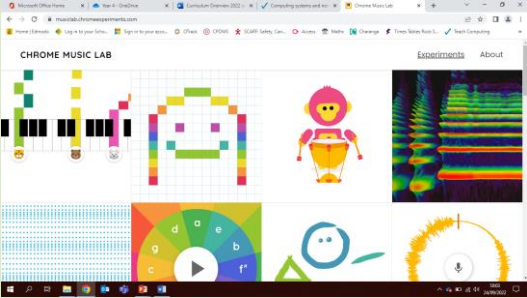
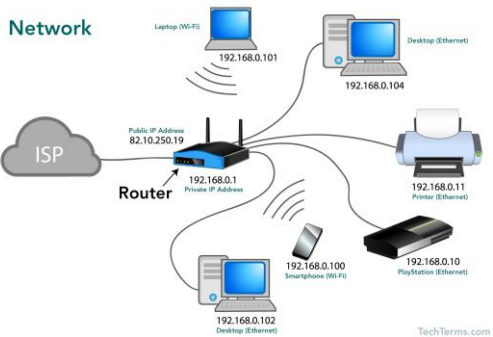
There is a difference between 'playful dares' and 'dares' that put people in danger or under pressure.

People can behave differently online, including pretending to be someone they're not.

If you feel worried or uncomfortable, you should always speak to a trusted adult.









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
















Year 4 : Computing systems and networks – The internet (ICT)

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about the internet
Network	A group or system of interconnected people or objects.	The internet	<ul style="list-style-type: none"> I can describe the internet as a network of networks I can demonstrate how information is shared across the internet I can discuss why a network needs protecting I can describe networked devices and how they connect I can explain that the internet is used to provide many services I can recognise that the World Wide Web contains websites and web pages I can explain the types of media that can be shared on the WWW I can describe where websites are stored when uploaded to the WWW I can describe how to access websites on the WWW I can explain what media can be found on websites I can recognise that I can add content to the WWW I can explain that internet services can be used to create content online I can explain that websites and their content are created by people I can suggest who owns the content on websites I can explain that there are rules to protect content I can explain that not everything on the World Wide Web is true I can explain why some information I find online may not be honest, accurate, or legal I can explain why I need to think carefully before I share or reshare content <p>Unit Overview:</p> <p>Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>
Router	A device that forwards data to different parts of a computer network	Chrome music lab: 	
Content	Information made available by a website or online media.	This program will be used to show how anyone can create content on the internet.	
WWW	The World Wide Web		
Internet	A global computer network providing a range of information and communication possibilities.		
Ownership	The right or act of possessing something.		
Fact-check	Investigate information to check if it is correct.		
<h2><u>E-Safety (Project evolve)</u></h2> <p>Managing online information</p> <p>I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).</p>		<h2><u>E-safety (continued)</u></h2> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p>	

Year 4: Spanish – I am learning

Subject Specific Vocabulary

Spanish	English
¡Buenos días!	Good morning!
¡Hola!	Hi!
¿Cómo estás?	How are you?
 Estoy bien.	I am well.
 Estoy mal.	I am not great.
 Más o menos.	So, so.
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¿Cómo te llamas?	What is your name?
Me llamo...	My name is...
 uno	one
 dos	two
 tres	three
 cuatro	four
 cinco	five

Spanish	English
 seis	six
 siete	seven
 ocho	eight
 nueve	nine
 diez	ten
 rojo	red
 azul	blue
 amarillo	yellow
 verde	green
 negro	black
 blanco	white
 gris	grey
 naranja	orange
 morado	purple
 marrón	brown




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

- Find Spain on a map of the world.
- Repeat all my personal details in Spanish, and ask for the same information back.
- Say numbers 1-10 clearly in Spanish and I can now spell some of these numbers.
- Identify ten key colours in Spanish, and I can now spell some of these colours.



Year 4: Spanish – Presenting myself

Subject Specific Vocabulary

Spanish	English
¡Buenos días!	Good morning!
¡Hola!	Hi!
¿Cómo estás?	How are you?
 Estoy bien.	I am well.
 Estoy mal.	I am not great.
 Más o menos.	So, so.
Estoy muy bien.	I am very well.
Estoy muy mal.	I am really not great.
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¿Cómo te llamas?	What is your name?
Me llamo...	My name is ...
¿Cuántos años tienes?	How old are you?
Tengo...años	I am ... years old.
¿Dónde vives?	Where do you live?
Vivo en...	I live in...

Spanish	English
Soy...	I am...
español/española	Spanish
inglés/inglesa	English
galés/galesa	Welsh
irlandés/irlandesa	Irish
escocés/escocesa	Scottish
Soy de...	I am from...
Soy de Inglaterra.	I am from England.
 uno	one
 dos	two
 tres	three
 cuatro	four
 cinco	five
 seis	six
 siete	seven
 ocho	eight

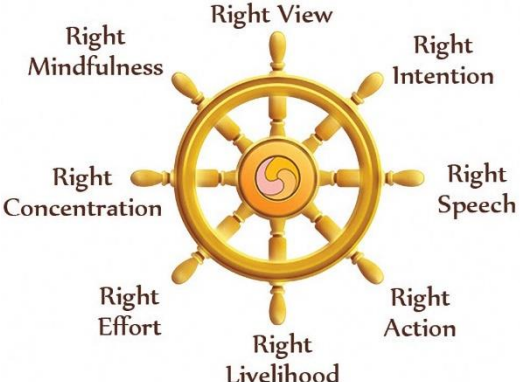
Spanish	English
 nueve	nine
 diez	ten
 once	eleven
 doce	twelve
 trece	thirteen
 catorce	fourteen
 quince	fifteen
 dieciséis	sixteen
 diecisiete	seventeen
 dieciocho	eighteen
 diecinueve	nineteen
 veinte	twenty

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

- Repeat all my personal details in Spanish, and ask for the same information back.
- Say numbers 1-20 clearly in Spanish and I can now spell some of these numbers.
- Tell you my nationality and explain how the pronunciation changes according to whether I am a girl or boy.



Year 4 RE: Buddhism – Is it possible for everyone to be happy?

Subject Specific Vocabulary		Lines of enquiry:	Key Skills
Buddha	The first Buddha was Siddatha Gautama. The term Buddha meant 'enlightened one'	What makes you happy?	<ul style="list-style-type: none"> Describe the variety of practices and ways of life in different religions. Identify religious symbolism. Describe a variety of practices and ways of life and how these are connected to beliefs and teachings. Demonstrate an understanding that personal experiences and feelings can influence their attitudes and actions.
Bodhi tree	This is a large sacred fig tree, that is still growing and exists to this day.	If someone gave you a million pounds, what would you do?	
		Would being rich always make you happy?	
8-fold path	The name for the group of beliefs that Buddhists have about how they should live their lives.	What did the Buddha realise under the Bodhi tree?	
Buddhist	Someone who is part of the Buddhist faith.	Is it possible for everyone to be happy?	
Intent	The reason or purpose for doing something.		
Mindfulness	A mental state achieved by focusing your awareness on the present moment, while calmly acknowledging and accepting your feelings, thoughts, and what goes on around you.		

