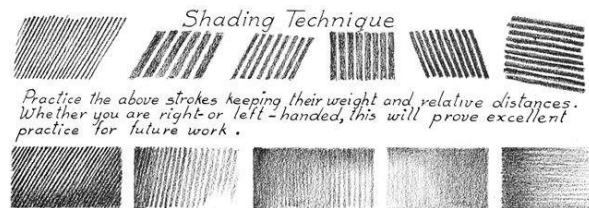


Year 4: Art – Sketching Knowledge Mat

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.

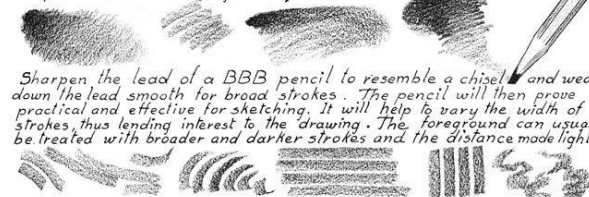


Sticky Knowledge about Sketching
<ul style="list-style-type: none"> There are a range of pencils that can produce different lines and effects on the page. We can use materials in a range of ways to shade and fill objects. We can vary the tone in our work by adjusting the pressure we use with our material. We can create unique patterns by using a range of colours shapes and lines.



Practice the above strokes keeping their weight and relative distances. Whether you are right or left-handed, this will prove excellent practice for future work.

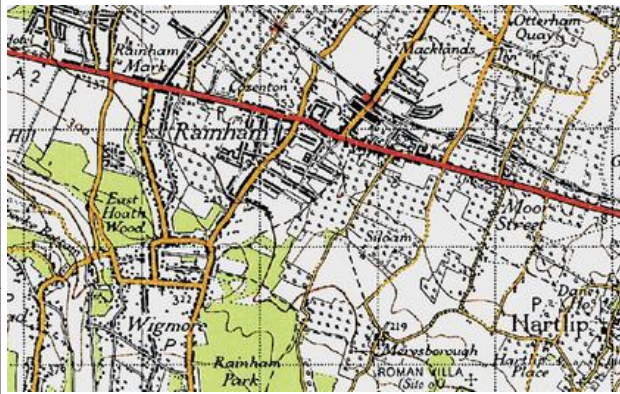

Now keep your lines closer together melting them into flat tints and graded ones, as illustrated above. Practice this shading until proficient in control of the pencil and its pressure thus varying the required tints.



Sharpen the lead of a BBB pencil to resemble a chisel and wear down the lead smooth for broad strokes. The pencil will then prove practical and effective for sketching. It will help to vary the width of strokes, thus lending interest to the drawing. The foreground can usually be treated with broader and darker strokes and the distance made lighter.

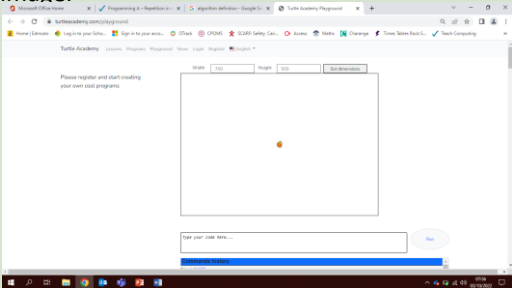
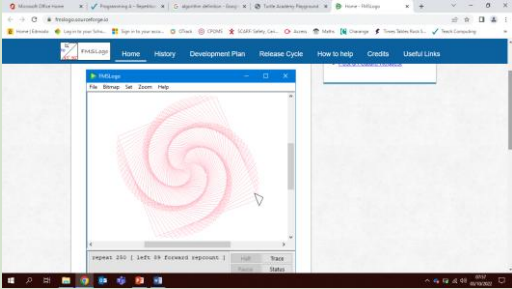
Key Skills
<ul style="list-style-type: none"> Make marks, and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Experiment with different grades of pencil and 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: Local Study – How and why is our Local area changing?

Subject Specific Vocabulary			Key Skills	
Location	The place or position of something.		<ul style="list-style-type: none">• Identify, describe and give reasons for why environments change.• Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life.• Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment.• Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual.• Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations.• Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world.• Describe and explain the impact of environmental change in one threatened region of the world. 	
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.	<h3>Sticky Knowledge about Our Local area</h3> <ul style="list-style-type: none"><input type="checkbox"/> OS maps highlight the important features in a local area, such as churches, woodland.<input type="checkbox"/> As the population grows, and cities expand and change, the surrounding habitat often decreases.<input type="checkbox"/> An increased population and demand on services can cause changes in the local habitat from pollution and urbanisation.<input type="checkbox"/> Over the decades, the human features in our local area have changed to respond to the needs of the population.		
Urbanisation	The process of making an area more urban.			



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.	<p>E-Safety (Project evolve)</p> <p>Health, wellbeing and lifestyle / Self-image and identity</p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>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.</p> <p>I can explain how my online identity can be different to my offline identity.</p>	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>E-safety (continued)</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>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 teach us about our community?

Subject Specific Vocabulary

Melody	Another name for a tune.
Ad-libbing	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-ing bells are ring - ing, Morn-ing bells are ring - ing, Ding, dang, dong. Ding, dang, dong.

betanotes.com

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.

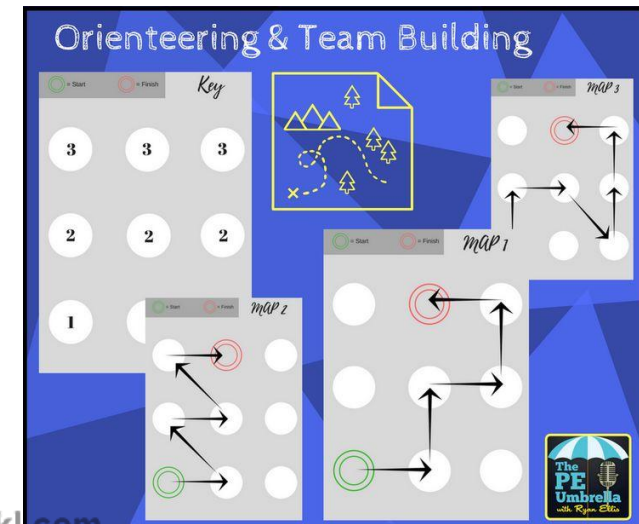
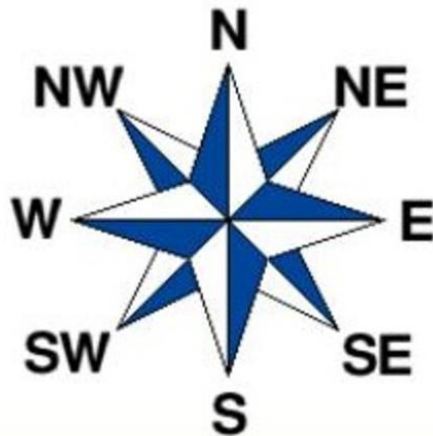
Key Skills (Lesson Learning) Children will be:

- 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



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.



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








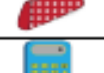






Reminders
Move carefully around the room
Land safely
Follow instructions carefully when moving equipment
Be aware of other members of the class

Team Work / Fair Play
Ensure you are listening carefully
Treat your partner with respect
Ensure your partner is comfortable with the balance

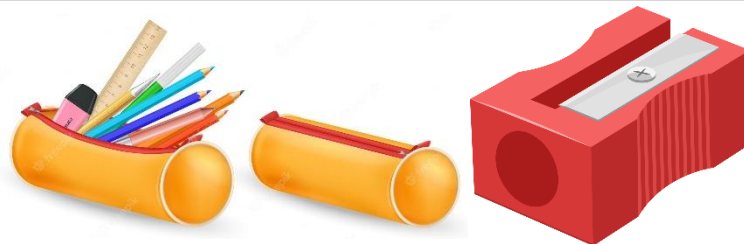
Famous People/Teams
Simone Biles – American Olympic Gymnast
Max Whitlock – British Olympic Gymnast
Becky Downie – British Olympic Gymnast
Louis Smith – British Olympic Gymnast

Year 4: 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



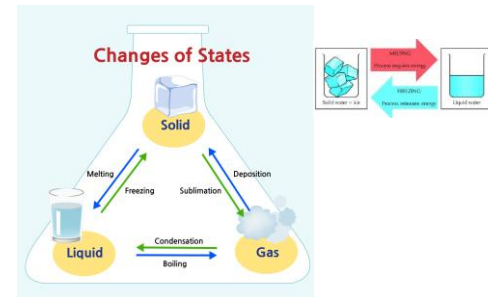
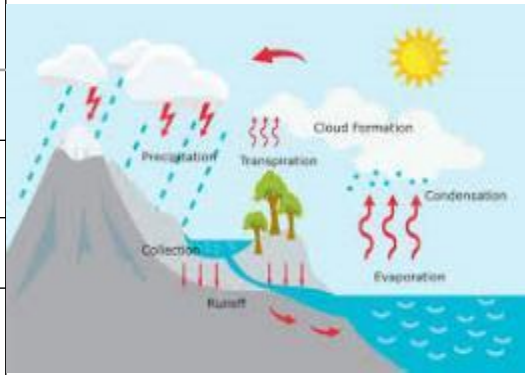
By the end of this unit I will be able to answer:

- 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: States of matter

Subject Specific Vocabulary		Working Scientifically	Sticky knowledge for States of matter
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. 	There are 3 key states of matter: Solid, Liquid and Gas.
condensation	When water vapour that is around us changes from a gas back to liquid.		When a solid or liquid is heated, the particles gain energy and move more, this causes a change of state.
precipitation	Any watery substance such as rain, water, snow, hail or sleet that falls to Earth.		When a gas or liquid cools, the particles slow down as they lose energy, causing a change of state.
evaporation	When liquid changes into gas, usually when it heats up.		Water can exist in three forms: liquid (water), solid (ice) or gas (water vapour).
substance	Any solid, liquid, powder or gas is a substance.		97% of water is in the oceans (this is salty water) and 2% is in the ice caps, leaving only 1% available for us to drink.
matter	Any solid, liquid or gas that exists in the universe.		There are underground reservoirs called aquifers. Some water in the ground may stay there for thousands of years.
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.		About 70% of Earth is covered in water.
Heating	When a solid is heated it gains energy. And the particles move more. This causes a change of state.		Humans are made up of about 75% water.
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.		The water cycle is an important part of life on Earth.
gas	Gaseous matter is made up of matter that is so loose it is always moving.		

Year 4 : PSHE – Keeping myself safe

Subject Specific Vocabulary	
Risk	An action taken in a hazardous situation
Danger	Something that will definitely cause harm.
Hazard	Something that could cause harm.
Dare	Something somebody may ask you to do in a pressured situation.
Peer Pressure	The influence of a social group to make someone do or not do something.
Physical health	The care of our bodies for optimal health and functioning.
Mental health	How we think, feel and act
Medicine	A preparation or treatment for the prevention of illness or disease.
Drug	A medicine or substance that has an effect on the body when taken or ingested.
Addiction	Being so involved in an activity that you are unable to stop.

Key Skills
To know what good physical health means and how to recognise the signs of illness.
To understand that mental health can also be impacted by activities, and should also be cared for.
Identify the risks associated with drugs common to everyday life.
Understand that drugs common to everyday life can affect health and wellbeing.
To understand what types of images are and are not safe to share online.
To know that it is ok to say no if something makes you feel uncomfortable or someone wants you to do something you don't want to do.

Sticky Knowledge about Keeping myself safe

Medicines and vaccinations can help people stay healthy and manage allergies.

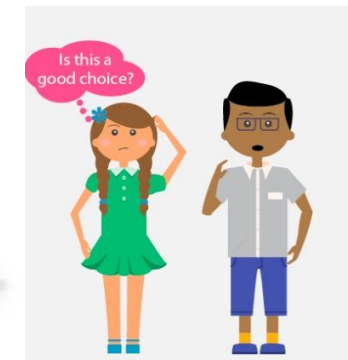
Drugs can have a range of impacts on your life.

Some drugs such as medicine have a positive purpose, while others do not.

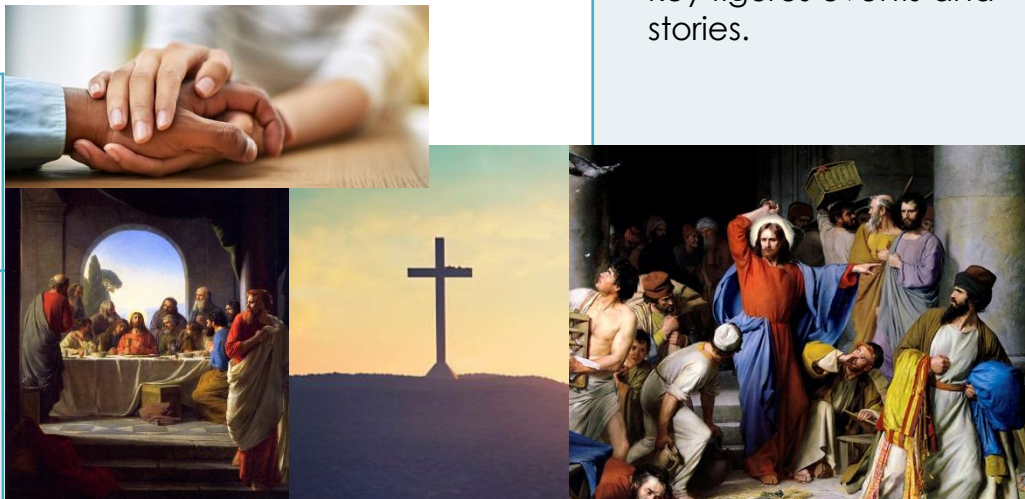
For some people, using drugs can become a habit which is very difficult to break.

In social situations, some people often feel pressured to do things they don't want to or are not comfortable with.

It is just as important to take care of your mental wellbeing as your physical wellbeing.



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.		