


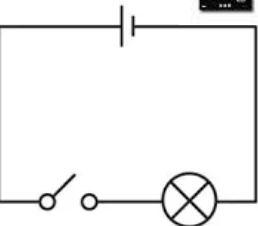


## Year 4: Tourism – Where will our USA road trip take us? (North America)




Subject Specific Vocabulary		Key Skills		
<b>nomad</b>	A member of a people that travels from place to place to find fresh pasture for its animals and has no permanent home.		<ul style="list-style-type: none"><li>• Use a map to locate some states of the USA and countries in North America</li><li>• Describe and compare some similarities and differences between places in North America</li><li>• Identify and sequence a range of settlement sizes from village to city.</li></ul> 	
<b>Native American</b>	A member of any of the indigenous peoples of North, Central, and South America.			
<b>American state</b>	The U.S. is a country of 50 states covering a vast swathe of North America.			
<b>national park</b>	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.	<b>Sticky Knowledge about North America</b>		
<b>coyotes</b>	Coyotes were a purely North American animal that lived in the West. They are small wolf-like creatures.	<input type="checkbox"/> Mexico City is the largest city with more than 9 million people living there.		
<b>Statue of Liberty</b>	The Statue of Liberty is a colossal neoclassical sculpture on Liberty Island in New York Harbour in New York City.	<input type="checkbox"/> Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans.		
<b>Niagara Falls</b>	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.	<input type="checkbox"/> Greenland is the not only the biggest island in North America but also in the world.		
<b>tribe</b>	The definition of a tribe is a group of people, or a community with similar values or interests	<input type="checkbox"/> Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake.		



# Year 4: Electricity Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	Sticky Knowledge about electricity
<b>circuit</b>	An electrical circuit is a completed path through which an electrical current flows.	<ul style="list-style-type: none"> <li>❑ Set up simple practical enquiries, comparative and fair tests.</li> <li>❑ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>❑ Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>❑ Report on findings from enquiries using oral and written explanations, displays or presentations of results and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Electricity can be generated by from power stations, wind, the sun, water and even animal poo!</li> </ul>
<b>buzzers</b>	A buzzer is an automatic signalling device. They are used as alarms and door bells.		<ul style="list-style-type: none"> <li>❑ Electricity is a type of energy that can build up in one place to flow to another.</li> </ul>
<b>conductor</b>	A conductor is an object or type of material that allows the flow of an electrical current in one or more directions		<ul style="list-style-type: none"> <li>❑ A power station is a place where electricity is created and sent to our homes.</li> </ul>
<b>battery</b>	A battery is a device that stores chemical energy and makes it available in an electrical form.		<ul style="list-style-type: none"> <li>❑ Electricity travels at the speed of light, which is more than 186,000 miles per hour.</li> </ul>
<b>cells</b>	An electrical cell is a device that is used to generate electricity.		<ul style="list-style-type: none"> <li>❑ One flash of lightening could power 1000 houses for a whole year.</li> </ul>
<b>switch</b>	A switch is an electrical component that can 'make' or 'break' an electrical circuit.	 	<ul style="list-style-type: none"> <li>❑ Know the symbols for a simple circuit diagram – battery, bulb, switch, wires</li> </ul>
<b>socket</b>	Sockets allow electrical equipment to be connected to the alternating current (AC) power supply in buildings and at other sites.		<ul style="list-style-type: none"> <li>❑ When an electric charge builds up on the surface of an object it makes static electricity. This is why we sometimes have a small electric shock.</li> </ul>
<b>appliance</b>	An electrical appliance is a device that uses electricity to perform a function.		<ul style="list-style-type: none"> <li>❑ The first power plant opened in 1882 and was opened by Thomas Edison.</li> </ul>
<b>appliance series circuit</b>	Components connected in series are connected along a single path, so the same current flows through all of the components.		<ul style="list-style-type: none"> <li>❑ Thomas Edison was a very famous inventor who helped us make the most of electricity from bulbs to fuses.</li> </ul>
<b>insulator</b>	An insulator is a material whose internal electric charges do not flow freely.		

# Year 4 RE: Sikhism – What does it mean to belong to a religion?

Subject Specific Vocabulary		Sticky knowledge	Key Skills
Sikh	Somebody who is a member of the Sikhism religion.	<input type="checkbox"/> A Khalsa Sikh is one who shows devotion to faith by wearing the 5 K's.	<ul style="list-style-type: none"> <li>Identify religious symbolism as expressed through literature and the arts..</li> <li>Demonstrate an understanding that personal feelings and experiences can influence their attitudes and actions.</li> <li>Understand that there are important landmarks in life, both personal and religious.</li> <li>Understand the way symbolic verbal and non-verbal expression and actions are used to convey meaning, particularly in religious contexts.</li> </ul>
Kangha	A small wooden comb that Sikhs use twice a day. It is a symbol of cleanliness and is meant to be kept with the hair at all times.	<input type="checkbox"/> The 5 K's represent a commitment and devotion to faith.	
kirpan	A small sword or dagger carried by Sikhs.	<input type="checkbox"/> Guru Gobind Singh was the final human Sikh Guru. He set out the 5 K's and founded the Khalsa Panth of Sikhism.	
Kara	An iron bracelet worn at all times by Sikhs. It symbolises that God has no beginning or end. It is a symbol of bonding with the community.	<input type="checkbox"/> The Khalsa is very important to Sikhs, any member of the Sikh faith can become a Khalsa Sikh. <input type="checkbox"/> Baisaikhhi is an important celebration to commemorate the founding of the Khalsa Sikhs by Guru Gobind Singh.	
Kacchera	An undergarment for the lower body worn by Sikhs.		
Kesh	The practice of allowing your hair to grow out naturally out of respect for God.	 <div data-bbox="846 1096 1406 1402">  </div>	
Guru Gobind Singh	He was the tenth and final human Sikh Guru. He was a warrior, poet and philosopher.		
Baisaikhhi	A religious festival celebrated in April, It commemorates the formation of the Khalsa Panth Sikhs.		
Khalsa	A group of Sikhs devoted to their faith.		

# 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"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>Know how to use all tools and equipment safely and when to ask for support</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand and use electrical systems in their products</li> </ul>	<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: FRENCH – My Home

## Subject Specific Vocabulary

Lesson 1 Where do you live?	<i>une maison</i> <i>un appartement</i> <i>un village</i> <i>une ville</i> <i>une grande ville</i> <i>une chaumière</i> <i>une ferme</i> <i>les bois (m)</i>	a house a flat a village a town a city a cottage a farm the woods
Lesson 2 Your home	<i>une chambre</i> <i>une salle de bains</i> <i>un salon</i> <i>une salle à manger</i> <i>une cuisine</i> <i>un jardin</i> <i>un balcon</i> <i>le rez-de-chaussée</i> <i>le premier étage</i>	a bedroom a bathroom a living room a dining room a kitchen a garden a balcony the ground floor the first floor
Lesson 3 Your bedroom	<i>un lit</i> <i>une chaise</i> <i>une table</i> <i>une commode</i> <i>une armoire</i> <i>une lampe</i> <i>une télévision</i> <i>des rideaux (m)</i> <i>une moquette</i>	a bed a chair a table a chest of drawers a wardrobe a light a television curtains a carpet
Lesson 4 The kitchen	<i>une fenêtre</i> <i>une porte</i> <i>une poubelle</i> <i>un four</i> <i>une bouilloire</i> <i>un grille-pain</i> <i>un évier</i> <i>un lave-vaisselle</i>	a window a door a bin an oven a kettle a toaster a sink a dishwasher

## Subject Specific Vocabulary

Lesson 5 Daily routine	<i>Je me lève.</i> <i>Je me douche.</i> <i>Je prends le petit déjeuner.</i>  <i>Je vais à l'école.</i> <i>Je prends le déjeuner.</i>  <i>Je rentre chez moi.</i>  <i>Je prends un goûter.</i>  <i>Je dîne.</i> <i>Je me couche.</i>	I get up. I shower. I have breakfast. I go to school. I have lunch. I go home. I have an afternoon snack. I have dinner. I go to bed.
Lesson 6 Garon the Giant	<i>un château</i> <i>un nain</i> <i>tout le monde</i> <i>ses amis</i> <i>faire une fête</i> <i>s'effondrer</i>	a castle a gnome everyone his friends to have a party to fall down





## Questions and Answers

<i>Où habites-tu?</i>	Where do you live?
<i>J'habite dans...</i>	I live in...
<i>Qu'est-ce que c'est?</i>	What is it?
<i>C'est...</i>	It's...
<i>Qu'est-ce qu'il y a dans ta chambre?</i>	What is there in your bedroom?
<i>Dans ma chambre, il y a...</i>	In my bedroom, there's...
<i>Qu'est-ce qu'il y a dans la cuisine?</i>	What is there in the kitchen?
<i>Il y a...</i>	There's...
<i>Qu'est-ce que tu fais chaque jour?</i>	What do you do each day?

## Sticky Knowledge

- Recognise a familiar sound when it is heard in a song.
- Identify one or two key words from the story with support.
- Copy out or repeat sentences which use numbers in simple descriptions.
- Be able to repeat aloud full sentences about their homes and daily routines.
- Write a word in French to respond to a spoken question.
- Recognise sentences where the word order is different to English.
- Identify an article with some help.

# Year 4 : We are Musicians (ICT)

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about producing digital music
Audio	Relating to sound	<p>Isle of Tune: <a href="http://isleoftune.com">http://isleoftune.com</a></p> <p>GarageBand: <a href="http://www.apple.com/uk/ilife/garageband">www.apple.com/uk/ilife/garageband</a></p> 	<ul style="list-style-type: none"> <li>I can explain how technology can be used to create music.</li> <li>I can use sequencing software to create a piece of music.</li> <li>I can record my own sound samples.</li> <li>I can mix sound samples to create a piece of music.</li> <li>I can export the file of my piece of music in a standard compressed format.</li> <li>I can explain how people listen to and buy music through technology.</li> <li>I can edit sound samples.</li> <li>I can work on and make my piece of music better.</li> <li>I can edit my final piece of music.</li> <li>I can use software that uses staff notation.</li> <li>I can compare creating a piece of music to creating a program</li> <li>I can respect other people's copyright.</li> </ul>
Composition	An original piece of work of music.		
Copyright	Copyright is a legal means of protecting an author's work.		
Digital	Relating to computer technology, especially the internet.		
Instruments	An object, such as the piano, guitar, or drum that is played to produce musical sounds.		
Pitch	How high or low a sound or musical note is.		
Sample	Sampling is the reuse of a portion or sample of a sound recording in another recording.		
Sequencing	Sequencing means programming a sequence of musical instructions so that they can be played back later to create music.		
Software	The programs and other operating information used by a computer.	<p><b>E-Safety</b></p> <p>Discuss illegal downloading and file sharing of copyrighted music, as well as more positive ideas such as collaboration, remixing and creative commons licences.</p>  <p><u>Unit Overview:</u> In this unit the children produce music suitable for any purpose they choose.</p>	

# Year 4: PE – Dance

## Subject Specific Vocabulary – Key words

Improvise	Creative
Energy	Levels
Speed	Direction
Canon	Unison
Formations	Shapes
Symmetry	Stillness
Start/finish	Relationships
Timing	Control
Accuracy	

## Local Clubs

AMG Dance

Caterpillar Dance School

Razzamataz Medway

## Key Skills - Objectives

To learn how to be creative when exploring basic movement patterns using travel and floor patterns

To develop ways to respond to different stimuli different directions, levels and dynamics

Pupils link movements together in a small group

To learn to use stage directions in their dances to make them more creative and aesthetically pleasing

To develop their use of formations in dance to make it more creative and nice to watch

To learn how to make formations flow in smooth and controlled way using unison, canon and different levels

To learn how to create a clear beginning, middle and end to their routines by using stillness, different levels, directions and symmetrical shapes

## Team Work / Fair Play

Watch other routines and peer assess, what went well? What could they develop next time?

Help those that may be struggling to learn a move.

Stay silent whilst another group are performing as a sign of respect.

If the group is struggling, stay in one formation for the entirety of the dance.

## Famous People/Teams

Diversity

Fred Astaire

Gene Kelly

Twist and Pulse



# 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.

