

Year 4 RE: Christianity – What Kind of World did Jesus Want?

Subject Specific Vocabulary		By the end of this unit I will be able to answer these questions:	What we will learn?
Clergy	The body of all people <u>ordained</u> for religious duties, especially in the Christian Church.	What kind of world did Jesus want?	• Make links between the importance of love in Bible stories and life in the world today • Give good reasons for their ideas and opinions • Reflect on personal experiences and how they relate to learning
Disciples	A personal follower of Christ during his life, especially one of the twelve Apostles.	How does 'fishers of men' apply to Christians today?	
		What is an evangelist?	
Evangelist	A person who seeks to convert others to the Christian faith, especially by public <u>preaching</u> .	How did and does Jesus want people to act?	
Galilee	A region in northern Palestine known for its diverse population of Jews and Gentiles,	What does the Good Samaritan parable teach Christians?	
Parable	A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.	 	
Samaritan	A charitable or helpful person		
Vicar	The priest in charge of a local church community or parish.		

Year 4 – Geography. Where and what are the Americas?

Subject Specific Vocabulary			Key Skills
continent	A large solid area of land		Locate North America, South America, Europe on a world map. Locate capital cities of countries in North and South America. Know what latitude and longitude are and know how they help us locate places on Earth.
population	Population is the number of people living in a certain place.	By the end of this unit, I can answer these questions:	Identify and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land use patterns. Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. ☐ Identify the main physical and human characteristics of the states of North America. ☐ Identify and locate countries and describe features using maps, atlases and digital/computer mapping. ☐ Summarise the key physical and human features of a location using a range of resources.
latitude	Latitude measures the distance north or south of the equator.		
longitude	They run north to south from pole to pole, but they measure the distance east or west	Where are the Americas and some of their major cities?	
landmark	an object or a feature of a landscape or town that has importance or makes a place easily recognizable	What is the difference between human and physical features?	
		What are the key topographical features in the Americas? (hills, mountains, coasts and rivers)	
climate	Climate is a long-term pattern of weather which happens over many years in a specific area.	How is the UK and North America similar and also different?	
		What is the climate like in the USA?	
Physical and human features	Naturally occurring features, ie rivers and mountains. Man made features, ie buildings	How do areas change over time?	

Year 4: DT Knowledge Mat

2D and 3D Fabric Construction – Bendy Bags

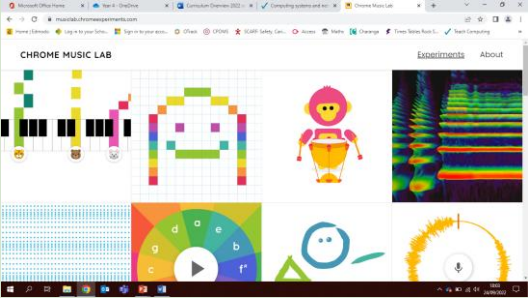
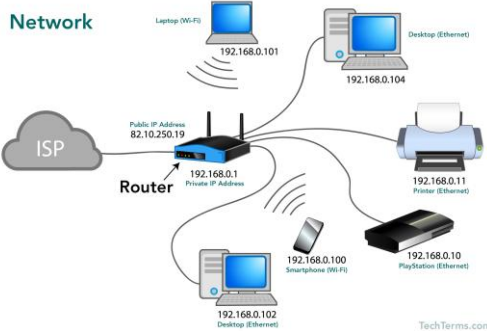
Subject Specific Vocabulary	
back stitch	A needlework stitch consisting of a line of small even stitches which overlap.
eye	The hole in a needle where the thread is pulled through.
joins	A place or line where two or more things are connected or fastened together.
mock up	To make a replica or imitation or something
needle	A thin piece of polished metal with a point at one end and a hole (or eye) at the other. Used in sewing.
Running stitch	A needlework stitch consisting of a line of small even stitches which do not overlap.

Enquiry Questions
☐ What makes an effective purse and how is it made?
☐ How do I use a running and back stitch?
☐ How can I design an effective bendy bag?
☐ How can I use my skills and my design to make a bendy bag?
☐ Does my product match my design and is it fit for purpose?

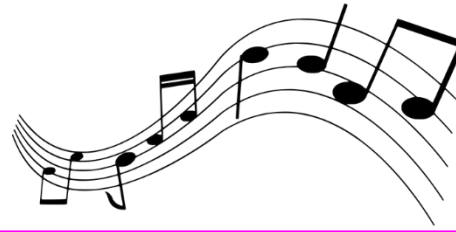
Key Skills
Produce a detailed sketch of a design
Thread a needle
Use the running and back stitch
Sew two piece of material together
Measure, mark, tape and cut fabric with some accuracy



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

Subject Specific Vocabulary		Software and Tools	Lines of enquiry about the internet
Network	A group or system of interconnected people or objects.	The internet Chrome music lab:  anyone can create content on the internet. 	How are networks connected together?
Router	A device that forwards data to different parts of a computer network		What is the internet made of?
Content	Information made available by a website or online media.		How is information shared on the internet?
WWW	The World Wide Web		What is a website?
Internet	A global computer network providing a range of information and communication possibilities.		Who owns the web?
Ownership	The right or act of possessing something.		Can I believe what I read?
Fact-check	Investigate information to check if it is correct.	Unit Overview: 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.	
<u>E-Safety (Project evolve)</u> Managing online information 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).		<u>E-safety (continued)</u> 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. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	

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



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.

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

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 – Zones of Regulation

Subject Specific Vocabulary	
Blue Zone	The Blue Zone is used to describe when a person feels sad, tired, sick, or bored.
Green Zone	A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The person feels a strong sense of internal control when in the Green Zone.
Nurture	To take care of, feed, and protect someone or something.
Red Zone	A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.
Self-regulation	The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.
The Zones	A system to categorize how the body feels and emotions into four coloured Zones with which a person can easily identify.
Trigger	An irritant that causes a person to become less regulated and increases the likelihood of going into the Yellow or Red Zone.
Yellow Zone	A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The person's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

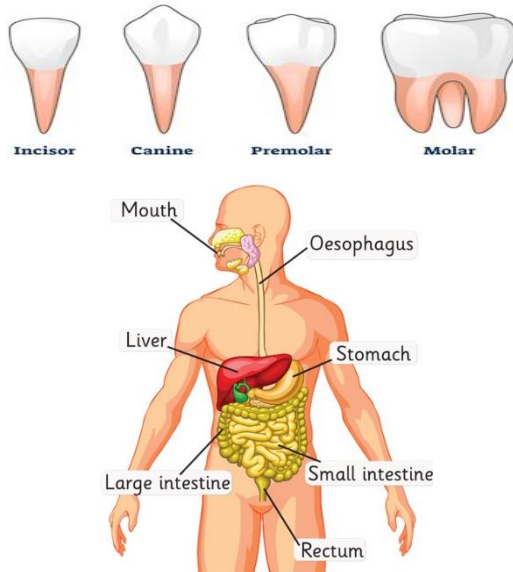
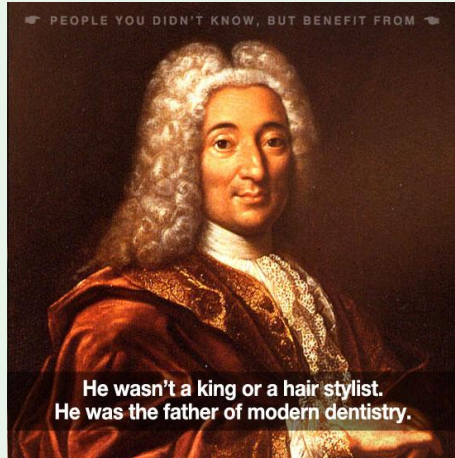
Key Skills
Identify a range of emotions and read my own body's cues to determine emotions that I am experiencing.
Explain how my behaviour affects me and how other people feel about me.
Identify triggers that influence my behaviours.
Confidently use tools to regulate myself when I am experiencing intense emotions.
Know how to problem solve desirable solutions to problems I encounter.

Key Questions
What emotions are linked to each of the Zones?
How can the Zones help you to understand and express your feelings?
What is a trigger?
How can the Zones help you to regulate your behaviour?

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Year 4: Teeth and the Digestive System

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will know:
pancreas	The pancreas produces juices called enzymes which help the body digest food.	❑ 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.	What different types of teeth do humans have?
oesophagus	The oesophagus is like a stretchy tube that moves food from the back of the throat to the stomach.		Why is it important to look after our teeth?
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.		What is the digestive system?
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.		How does the digestive system work?
molars	Molars are the teeth that are used for chewing and grinding our food.	TYPES OF TEETH 	What are food chains?
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.		Our famous scientist for this unit is: Pierre Fauchard 
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.		

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.

