

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

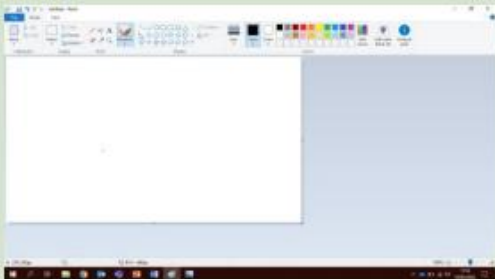
Spanish	English
 nueve	nine
 diez	ten
 once	eleven
 doce	twelve
 trece	thirteen
 catorce	fourteen
 quince	fifteen
 dieciséis	sixteen
 diecisiete	seventeen
 dieciocho	eighteen
 diecinueve	nineteen
 veinte	twenty

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 : Creating media – photo editing (ICT)

Subject Specific Vocabulary		Software and Tools	Lines of enquiry about photo editing
Digital media	Images and communication online	Paint – image editing software. pixabay.com – free images in the public domain that are available for downloading and editing  	How can I change digital images?
Composition	The way something is made up		Can the composition of an image be changed?
Crop	Something that has been cut or trimmed		How can images be changed for different uses?
Copyright	Exclusive legal rights to an image or piece of property.		
Filter	Image editing software to change the appearance of something.		What is retouching?
Editing	The process of correcting, condensing or modifying something.	Why should we be careful of fake images?	
Retouching	To improve or repair something by making changes or additions.		
'fake' images	Images that have been retouched or falsely portray something.	How are images used in publications?	
<u>E-Safety (Project evolve)</u> Online Bullying/ Online Relationships I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).		<u>E-safety (continued)</u> I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. I can explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs.	Unit Overview: In this unit, learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.

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: PE – Tag Rugby

Subject Specific Vocabulary – Key words

Dodging	Direction
Spatial Awareness	Speed
Eye contact	Wide hands
Hug the ball	Move your feet
Hands ready to catch	Control
Accuracy	Two handed throw
Two handed catch	Pass and run
Aim	Space
Eye contact	Place ball down

Key Skills - Objectives

To learn the importance of agility when dodging in tag rugby

To become familiar with catching a rugby ball

To learn how to pass the ball backwards down a line

Learning to develop the tagging technique using the correct rules

To develop basic tactics using the magic diamond

To develop pupils knowledge of how to score a 'try' and to learn basic game rules

Rules of the game

A try is scored by the attacking team when they place the ball on the ground on or over the try line

A try is worth 1 point

Defenders must remove the ball carriers tag to stop their progress

The pass must either be backwards or level

Team Work / Fair Play

The ball carrier must not deliberately make contact with an opponent

Players should not kick the ball

Players must be good sportsmen

The referees decision is final

Famous People/Teams

Rory Underwood

Martin Johnson

Lydia Thompson



Year 4: Yoga

Subject Specific Vocabulary – Key words	
Muscle	Control
Body tension	Coordination
Body posture	Pose
Stretch	Calmness
Breathing	Focus
Upper body	Strength
Lower body	Flow

Key Skills - Objectives
To be able to stretch and move the body.
To explore different breathing techniques whilst relaxing.
To develop flexibility by trying a range of poses.
To attempt a variety of yoga poses to develop strength, balance and control.
To explore gratitude when remembering and repeating a yoga flow.

Reminders
Move carefully
Stretch only as far as feels comfortable.
Maintain a steady breathing pattern
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

Benefits of yoga
It can help to calm and re-center the mind.
It helps to develop balance and flexibility.
Yoga has many health benefits.
Yoga can help you sleep better.

Year 4: Music – How does music connect us with our past?



Subject Specific Vocabulary

Bass	A very low pitch note.
Texture	Layers of sound in music.
Harmony	Different notes sung or played at the same time, to produce chords.
Style	The type of music eg blues or rock.
Structure	How the sections (verses and choruses etc) of a song are ordered to make the whole piece
Off beat	If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the obeat you would clap on beats 2 and 4 not 1 and 3
Dynamics	How loud or quiet the music is.



Sticky Knowledge

Electronic Dance Music (EDM) is:

- Polished, electronic drum sounds designed for dancing.
- Strong basslines, often played with a fuzzy or muddy-sounding synthesizer timbre.
- Cycles of tension and release, with gradual changes in texture leading to a big climax, known as a 'drop'.
- Repeating melodic and harmonic patterns played on synthesizers.

Pop music is:

- Strong melodies and hooks, with an emotional singing style and lively rhythms.
- A simple structure of alternating verses and choruses.
- A polished studio sound.
- Lyrics about themes people relate to, like love, relationships and having fun

Folk music is:

- 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.

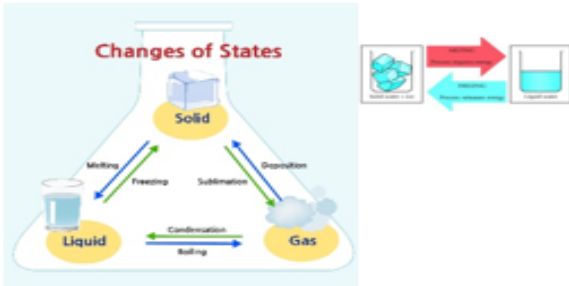
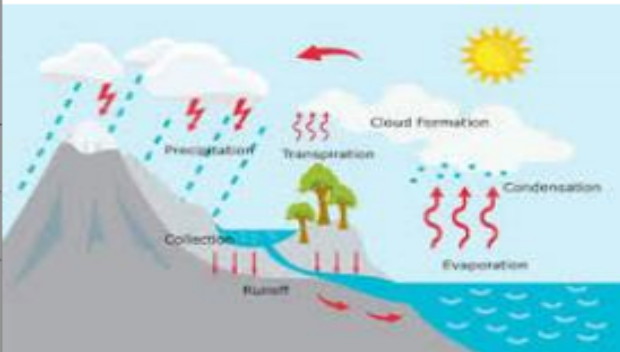
Jazz music is:

- 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.

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.
- Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers.
- Listen to and copy back three-note melodic patterns using the notes F, G, A from memory and with notation Listen to the melodic patterns and create a simple melodic answer. Create melodic patterns using rhythmic combinations of F and G or F, G and A Begin to understand the importance of warming up your face, body and voice
- 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
- Play any one, or all four, differentiated parts on a tuned instrument – a one note, simple or medium part from notation
- 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: States of Matter

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will know:
water vapour	Water that is in the form of gas.	❑ 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.	What are the 3 main states of matter?
condensation	When water vapour that is around us changes from a gas back to liquid.		What happens when something is heated or cooled?
precipitation	Any watery substance such as rain, water, snow, hail or sleet that falls to Earth.		Can states change? – melting
evaporation	When liquid changes into gas, usually when it heats up.		Can states change? – freezing
substance	Any solid, liquid, powder or gas is a substance.		What is evaporation?
matter	Any solid, liquid or gas that exists in the universe.	 	What is the water cycle?
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.		Our famous scientist for this unit is: Pierre Perrault
Heating	When a solid is heated it gains energy. And the particles move more. This causes a change of state.		
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.		
gas	Gaseous matter is made up of matter that is so loose it is always moving.		

Year 4: Design and Technology – Mechanisms - Cams

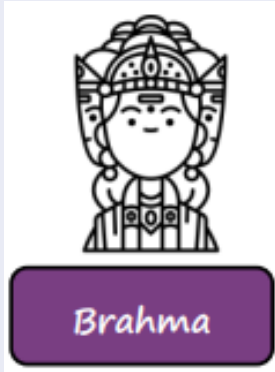
Subject Specific Vocabulary	
axle	A rod that goes through the centre of a wheel to keep it in place so it can turn smoothly
cam	A part of a machine that makes a circular motion into a linear motion.
hacksaw	A special tool with a thin toothed blade stretched tightly in a c-shaped frame. Used for cutting wood and metal.
linear motion	When something moves in a straight line, either side to side or up and down.
circular motion	A movement in a curved path that forms a circle.
follower	A specialised roller that follows the edge of a rotating cam to convert circular motion into linear motion.
reciprocating motion	When the movement repeats again and again as the circular motion is repeated.

Lines of Enquiry
☐ What makes an effective moving toy and how do they work?
☐ How do I use a hacksaw and hot glue gun?
☐ How can I design an effective moving toy?
☐ How can I plan the steps for making my moving toy?
☐ How can I use my plan and skills learnt to make my moving toy?
☐ How can I evaluate my moving toy?

Key Skills
To understand how cams convert rotary motion to linear motion
To exploring cam shapes (snail, eccentric) and their effect
To use followers and axles to make a moving toy
To use a hacksaw and hot gun gun safely and effectively.
To use joining techniques to ensure a stable toy.
To use cams to create an effective moving toy.



Year 4 RE: Hinduism – What do Hindus believe God is like?

Subject Specific Vocabulary		Lines of Enquiry:	Key Skills
Atman	The spark of Brahman in every living creature.	How do many Hindus describe ultimate reality?	Identify some Hindu deities and say how they help Hindus describe God.
Aum	The sacred symbol that describes Brahman; the first sound of creation.	How might the idea of Brahman being in everything affect how you live?	Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.
Brahma	The creator of things who created the universe, people and creatures.	What can we find out about some Hindu deities?	Offer informed suggestions about what Hindu murtis express about God.
Brahman	A formless, ultimate reality, one energy or consciousness in the universe, the source of everything.	How do many Hindus understand deities?	Make simple links between beliefs about God and how Hindus live.
Deity	Brahman channelled into different forms.	What can we learn about deities from Ganesh?	Identify some different ways Hindus worship.
Hindu	A follower of Hinduism, sometimes referred to as Sanatan Dharma, the eternal teaching.	 	Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.
Lakshmi	The deity of wealth and prosperity.		Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today.
Vishnu	The sustainer of all living things.		

Year 4: Geography– What is life like in the Andes?

Subject Specific Vocabulary

mountain range	A series of mountains or hills arranged in a line and connected by high ground.
mountain peak	The highest point of a mountain or ridge.
hemisphere	The equator divides the Earth into the Northern and Southern Hemispheres.
equator	An imaginary line that circles the Earth exactly halfway between the North and South Poles.
physical geography	Earth's natural features, like mountains, rivers, and oceans, and natural processes, such as weather and climate.
agriculture	The practice of growing plants and raising animals for our food and other products, like wool.
tourism	When people travel to a new place for fun or to see new things.
contour lines	Lines on a map that connect all the places with the same height.
terrace farming	A way of growing crops on steep hillsides by building flat, step-like areas called terraces.
social justice	Social justice reminds us that everyone deserves equal rights and opportunities and to be treated without prejudice.
infrastructure	What a town or country needs to work, like roads, bridges, and pipes that bring water to your house.



Key Skills

- Locate the Andes on a world map.
- Label the Andes on a map
- Label countries and lakes of South America
- To understand what the climate and geology of the Andes is.
- To compare life in the UK and life in the Andes
- To understand how farming in the Andes is different to the UK and what impact this has.
- To compare life in the UK to life in the Andes.
- To understand what tourism is and how it can affect a place.
- To understand and be able to explain how mountains are formed
- To understand what biodiversity means

Lines of Enquiry

- ☐ Where are the Andes?
- ☐ What is life like in the Andes?
- ☐ What is farming like in the Andes?
- ☐ How is life in the UK and the Andes different and the same?
- ☐ How are mountains formed?