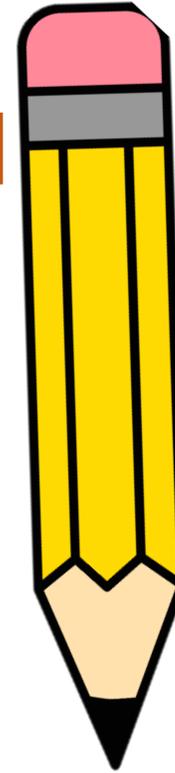


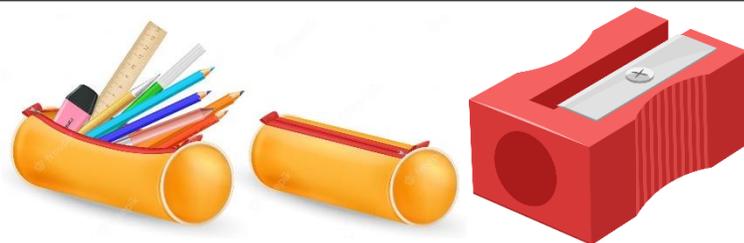
# Year 4: Spanish – In the classroom



## 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 : What happened to the Maya? (Art & Design)

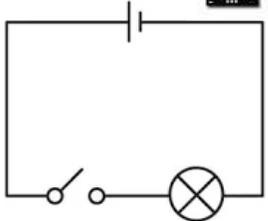
Subject Specific Vocabulary		Key Skills	Lines of Enquiry
<b>Altar</b>	An altar is a structure upon which offerings, including sacrifices, are made for religious purposes. Altars are found at shrines, temples, churches and other places of worship. Stele were often located near altars.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	At which types of art were Maya especially skilled?
<b>Artefact</b>	An object, made by a human being, which is of cultural or historical interest.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	What was a Maya stela and what purpose did they serve?
<b>Carving</b>	An object or design carved from a hard material as an artistic work.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	How does researching existing artwork inform the design of new artwork to fit the purpose? 
<b>Ceramics</b>	Pots and other articles made from clay hardened by heat.	Use a journal to collect and develop ideas; annotate work in a journal.	
<b>Glyphs</b>	Symbols representing the sounds in the Maya language.	Shape, form, model and construct from observation or imagination.	
<b>Hieroglyphics</b>	A writing system of ancient Egypt, Maya and other civilizations, using pictorial symbols to represent individual sounds.	Plan a sculpture through drawing and other preparatory work	How does using the correct tools and using them appropriately help to develop effective techniques?
<b>Relief</b>	A sculptural technique, where the sculpted elements are raised from the flat surface of background material.	Develop skills in using clay inc. slabs, coils, slips, etc.	How does celebrating what has gone well and recognising what has not gone well enable us to make improvements to our work?
<b>Sculpture</b>	The action or art of making statues by carving or chiselling (as in wood or stone), by modelling (as in clay), or by casting (as in melted metal).	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.	
<b>Slip</b>	The purpose of slip is to act as glue to hold the slabs of clay together. Apply slip with a paintbrush to areas of clay that have already been scored.	Develop close observation skills using a variety of view finders.	
<b>Stele</b>	A large, tall, stone slab covering with carvings and writing.	Produce intricate patterns and textures in a malleable media.	

## Year 4: History – The Maya – a lost civilisation?

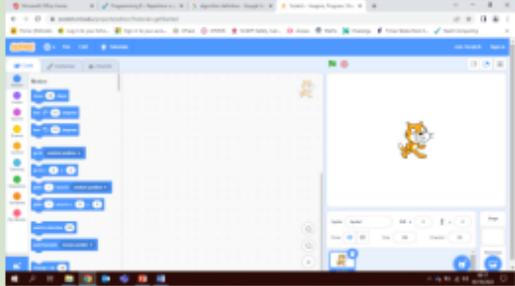
Subject Specific Vocabulary		Key Skills	Lines of Enquiry
AD	AD comes from Latin Anno Domini meaning 'In the year of Our Lord', that is after Jesus was born.	<b>Identify</b> and <b>sequence</b> the main periods of Maya history.	When and where in the world did the Maya live?
Astronomy	The branch of science that studies outer space.	<b>Identify</b> the geographical area inhabited by the Maya.	How was Maya society organised?
BE/BCE	Before Christ/Before the Common Era, that is the time before Jesus was born.	<b>Demonstrate understanding</b> and <b>reach informed conclusions</b> as to why the Maya worshipped many gods.	What did the Maya believe in?
Chronology	A word meaning 'the study of time'. Putting events in chronological order means listing them in the order in which they happened.		
City-states	A city that governs itself independently.	<b>Explain</b> the Maya class system.	How efficient was the Maya counting system?
Class system	The structure of society is based on the power and wealth of each individual.	<b>Evaluate</b> the effectiveness of the Maya number system.	How did the Maya measure time?
Mesoamerica	Mesoamerica refers to the geographic areas that comprise the modern-day countries of Mexico, Guatemala, Honduras, Belize, El Salvador, Nicaragua, and Costa Rica.	<b>Explain</b> how and why the Maya studied the skies.	How did the Maya communicate in writing?
Observatory	An astronomical observatory is a place for observing, or studying, natural objects and events in space.	<b>Reach informed conclusions</b> about the legacy of the Maya civilisation.	What is the Maya legacy?
Place value number system	A place value system is one in which the position of a digit in a number determines its value.		
Ritual	A ritual is a ceremony or action performed in a customary way.		
Society	The term describes human beings together - the total of their social networks and social interactions.		



# Year 4: Science. Electricity

Subject Specific Vocabulary		Working Scientifically	Lines of Enquiry:
<b>circuit</b>	An electrical circuit is a completed path through which an electrical current flows.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up simple practical enquiries, comparative and fair tests.</li> <li><input type="checkbox"/> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li><input type="checkbox"/> Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li><input type="checkbox"/> Report on findings from enquiries using oral and written explanations, displays or presentations of results and conclusions.</li> </ul>	<input type="checkbox"/> What appliances run on electricity?
<b>buzzers</b>	A buzzer is an automatic signalling device. They are used as alarms and door bells.		<input type="checkbox"/> Why do we need to be safe around electricity?
<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		<input type="checkbox"/> What are the components of a circuit?
<b>battery</b>	A battery is a device that stores chemical energy and makes it available in an electrical form.		<input type="checkbox"/> How do we construct a circuit?
<b>cells</b>	An electrical cell is a device that is used to generate electricity.		<input type="checkbox"/> What are conductors and insulators?
<b>switch</b>	A switch is an electrical component that can 'make' or 'break' an electrical circuit.		<input type="checkbox"/> What materials can be used to create circuits?
<b>socket</b>	Sockets allow electrical equipment to be connected to the alternating current (AC) power supply in buildings and at other sites.		<input type="checkbox"/> Our famous scientist for this unit is: Thomas Edison.
<b>appliance</b>	An electrical appliance is a device that uses electricity to perform a function.		
<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.		
<b>insulator</b>	An insulator is a material whose internal electric charges do not flow freely.		
			

# Year 4 : Programming B – repetition in games (ICT)

Subject Specific Vocabulary		Software and Tools	Lines of enquiry about repetition in games
Input	Information put into a computer system.	Scratch – coding and programming software. 	How can I use loops to create shapes?
Output	The result of something that leaves a computer system.		What different loops can I code?
Loop	A program of instructions that is repeated.		How can I animate my own name?
Code	Program instructions.		How can I modify a game?
Sprite	A computer graphic that can be moved and edited on screen.		What game will I create?
Event	An action in a program that begins or ends a process.		How will I code my game?
Modify	To make changes and improvements to a program.		Unit Overview: Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.
<p align="center"><b><u>E-Safety (Project evolve)</u></b></p> <p>Online Reputation            I can describe how to find out information about others by searching online.            I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>			

# Year 4 : PSHE – Rights and responsibilities

Subject Specific Vocabulary	
Right	A moral and legal entitlement to something.
Rules	A set of instructions everyone usually follows.
Laws	The system of rules used in a country to govern it safely.
Digital footprint	The information about someone that exists on the internet based on their online activity.
Cookies	A packet of data sent by a web server to a browser. It is used to identify the user or track their access to the server.
Advertising	Describing or drawing attention to a product, service or event publicly to promote sales or attendance.
Fact-check	Investigating a statement to check whether what is said is truth or opinion.
Passive	Allowing things to happen to yourself or others without resistance.
Bystander	A person who is present at an event but does not take part.
Budget	An estimate based on income and expenses over a set period of time.
Finances	Managing amounts of money
Poverty	To live in poverty means you cannot afford or do not have access to necessities such as food, water and shelter.

Key Skills
Understand everything online has a digital footprint.
Know that organisations can use personal information to encourage people to buy things.
To compare content shared for factual purposes and for advertising.
Understand that people make spending decisions based on their budget, values and needs.
Know how to keep track of money and why it is important to know how much is being spent.
Know about different ways of paying for things.
Understand how the way people spend money can have positive or negative effects on themselves and others.



Sticky Knowledge about The wider world
Everything we share online has a digital footprint.
Organisations online can use our data for tracking and advertising purposes.
Not everything we see is factual. We should fact-check what we read to check if it is accurate.
Popular websites often appear more than less popular ones, and this can affect the information people access.
How people spend their money depends on a range of factors.
Peoples budget and finances often determines what they can or cannot afford.
It is important to keep track of money so we know what we are spending and how much we have left.
There are lots of ways to pay for items such as card, cash, and e-payments.
People can spend money in positive or negative ways, and this affects others as well as themselves.
Some people live in poverty, and cannot afford or have access to basic things we take for granted.

# Year 4 RE: For Christians, when Jesus left; what was the impact of Pentecost?

Subject Specific Vocabulary		Lines of enquiry:	Key Skills
acts	The book in the New Testament that contains the story of the early church and the spread of God's message.	What do you already know about Pentecost?	<ul style="list-style-type: none"> <li>• Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.</li> <li>• Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>• Give examples of what Pentecost means to some Christians now</li> </ul>
apostles	The twelve followers of Jesus who went with him during his earthly ministry.	What does the Bible say about Pentecost?	
baptised	The act of washing that welcomes a person into the Christian Church.	How have artists depicted the events of Pentecost?	
disciples	The followers of Jesus.	For Christians, what is the impact of the gift of the Holy Spirit?	
Holy Spirit	The third person of the trinity, God spiritually active in the world.	For Christians, what was the impact of the Holy Spirit?	
Lord's Prayer	The prayer Jesus taught his disciples to use.	What do you now know about the Trinity?	
Pentecost	The day when the Holy Spirit came to Earth.		
tongues	Being able to speak different languages, a gift given to the disciples on Pentecost.		
Trinity	The Christian belief that God is Father, Son and Holy Spirit; three in one.		

# 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

Frère Jacques, Frère Jacques, Dormez-vous? Dormez-vous?  
Are you sleep-ing? Are you sleep-ing? Bro-ther John, Bro-ther John,  
Ding,dang,dong! Ding,dang,dong!  
Ding,dang,dong! Ding,dang,dong!

Source: beethnotes.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: 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

