


Year 4: Art – Experimenting with Colour Knowledge Mat


Subject Specific Vocabulary	
Primary colour	Primary colours are basic colours that can be mixed together to produce other colours. They are usually considered to be red, yellow, blue, and sometimes green.
Secondary colour	A secondary colour is a colour made by mixing of two primary colours in a given colour space.
Tertiary colour	A colour produced by an equal mixture of a primary colour with a secondary colour adjacent to it on the colour wheel.
Mixing	combine or put together
Proportion	Proportion describes the size, location or amount of one element in relation to another.
Tint	Where white is added to a colour in varying degrees to create a lighter appearance.
Shade	Where black is added to a colour in varying degrees to create a darker appearance.

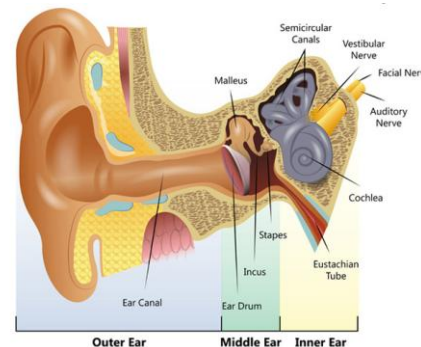
By the end of this unit I will be able to:
Know that colour and different techniques can create mood and feeling.
Know the difference between primary, secondary and tertiary colours and create examples of each.
Mix colour, shade and tone confidently.
Be able to talk about an artist and their work.
Know what a silhouette is and use this understanding in my art.
Know the difference between a tint and a shade.

Key Skills
Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
Begin to choose appropriate media to work with.
Use light and dark within painting and show understanding of complimentary colours.
Mix colour, shades and tones with increasing confidence.
Use a sketchbook to record media explorations and experimentations, test ideas, and methods annotating their thoughts.
Key Artist
<ul style="list-style-type: none"> Jason DeCaires Taylor




Year 4 Science: Sound

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will know:
vibrating	Sound is caused by the vibration of a medium (usually air) and it travels in waves.	<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 ❑ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ❑ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ❑ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ❑ Using straightforward scientific evidence to answer questions or support their findings 	How are sounds made?
pitch	A high sound has a high pitch and a low sound has a low pitch. A tight drum skin gives a higher pitched sound than a loose drum skin.		What is the link between pitch and vibration?
volume	Volume is the perception of loudness from the intensity of a sound wave. The higher the intensity of a sound, the louder it is perceived in our ears, and the higher volume it has.		Does distance affect sound?
insulation	Protecting something by surrounding it with material that reduces or prevents the transmission of sound.		How do sounds travel to our ear?
outer, middle and inner ear	The ear is made up of three different sections: the outer ear, the middle ear, and the inner ear. These parts all work together so you can hear and process sounds.		How do our ears work?
cochlea	The cochlea looks like a spiral-shaped snail shell deep in your ear. It plays an important part in helping you hear.		<p>Our famous scientist for the term is: Heinrich Hertz</p> 
auditory	Auditory is close in meaning to acoustic, but auditory usually refers more to hearing than to sound.		
frequency	Frequency is measured as the number of wave cycles that occur in one second.		
hammer	The ear has little bones called ossicles that help you hear. They are called the hammer (malleus), anvil (incus), and stirrup (stapes). They amplify the sound or make it louder.		



Year 4. Term 3-How can we save our oceans?

Subject Specific Vocabulary		Key Skills
abyss	A deep or seemingly bottomless void.	
ocean	A very large expanse of sea.	 <ul style="list-style-type: none"> • Identify, name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles and explain their significance. • Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circles. • Describe and understand key aspects of physical geography, including oceans and the water cycle • Identify and locate the oceans of the world and describe features using maps, atlases and digital/computer mapping. • Formulate, respond to and offer explanations of geographical questions about the physical and human characteristics of a locations. 
reef	A ridge of jagged rock, coral, or sand just above or below the surface of the sea.	
pollution	Introduction into the environment of a substance which has harmful or poisonous effects.	
recycle	Convert (waste) into reusable material.	
sustainable	The ability to be maintained at a certain rate or level.	
tide	The alternate rising and falling of the sea, due to the attraction of the moon and sun.	
trench	A long, narrow, deep depression in the ocean bed	
coral	Coral is a small organism that lives in warm water and attaches itself to rocks, with some types building a hard skeleton.	
bleaching	To remove colour. Coral usually turns white when it is bleached.	
coast	The part of the land adjoining or near the sea.	
		By the end of this unit, I can answer these questions:
		What are the oceans of the world?
		What are the layers of the ocean?
		What lies at the bottom of the ocean?
		How is plastic affecting our oceans?
		Why are coral reefs under threat?
		How can we save our oceans?

Year 4: Music – How does music improve our world?



Subject Specific Vocabulary	
Chord	More than one note played at the same time.
Bridge	middle 8 Contrasting section which leads back to main material.
Coda	Short section which brings the song or piece to an end
Notation	Ways to visually represent music.
Recurring theme	A tune that repeats again and again in a piece of music.
Minim	A note which lasts two beats.
Crotchet	A note which lasts one beat.
Quaver	A note which lasts half a beat.
Improvise	To make up rhythms and melodies on the spot.
Major	A key with a bright/happy sound
Minor	A key with a dark /sad sound



Sticky Knowledge

Disco music has:

- A strong, simple drumbeat with a bass drum playing on each beat of the bar.
- Repeating melodies and chord progressions, played by trumpets, saxophones and trombones (horn section) over the top of rhythm guitars and a syncopated bassline.
- Use of electronic instruments, including drum machines and synthesizers.
- Use of a string section playing punchy melodies and stabs

Musicals have:

- Very expressive style, with strong melodies, lively rhythms and rich, dramatic orchestration.
- Lyrics are delivered in a mixture of speaking and singing.
- The music follows the mood of the storyline.

Folk music has:

- 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

20th and 21st century Orchestral music has:

- 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.

Key Skills (Lesson Learning) Children will be:

- Internalise and move in time with a steady beat in 3/4 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: Spanish – My family

Subject Specific Vocabulary

Spanish	English
la familia	the family
el padre / el papá	the father / the dad
la madre / la mamá	the mother / the mum
el hermano	the brother
la hermana	the sister
el abuelo	the grandfather
la abuela	the grandmother
el tío	the uncle
la tía	the aunt
el padrastro	the stepfather
la madrastra	the stepmother
el hermanastro	the stepbrother / halfbrother
la hermanastra	the stepsister / halfsister
el hijo	the son
la hija	the daughter
el primo	the cousin (male)
la prima	the cousin (female)
los padres	the parents

Spanish	English
los abuelos	the grandparents
los hermanos	the siblings/ brothers and sisters
mi, mis	my
¿Tienes hermanos?	Do you have any brothers or sisters?
Si, tengo un hermano.	Yes, I have a brother.
Si, tengo una hermana.	Yes, I have a sister.
Si, tengo dos hermanos.	Yes, I have two brothers.
Si, tengo dos hermanas.	Yes, I have two sisters.
No, soy hijo único.	No, I am an only child. (boy)
No, soy hija única.	No, I am an only child. (girl)
¿Cómo te llamas?	What is your name?
¿Cómo se llama tu [family member] ?	What is your [family member]'s name?
Me llamo...	My name is...
Se llama...	His/her name is...
¿Cuántos años tienes?	How old are you?
¿Cuántos años tiene ____?	How old is ____?
Tengo ____ años.	I am ____ years old.
Tiene ____ años.	He/she is ____ years old.



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

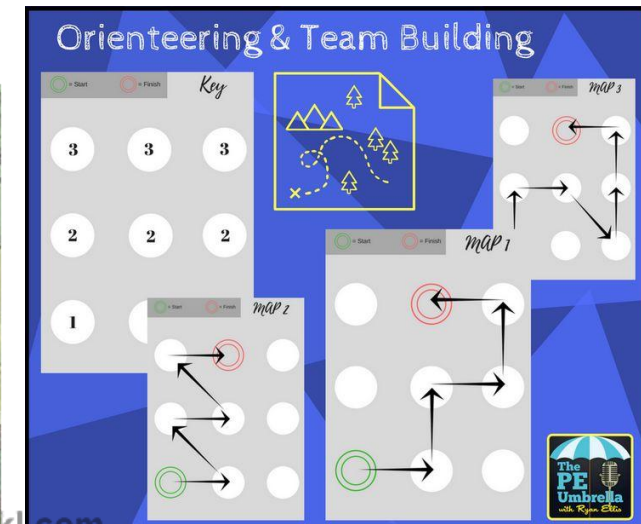
- How do I say who is in my family?
- How do I ask people who is in their family?
- Do I have any brothers or sisters?
- Who is in my wider family?

Key Skills:

- Identify family members and their corresponding definition in English
- Explain whether I am an only child or if I have siblings.
- Ask people who is in their family, and tell people who is in my own family

Year 4: Outdoor PE - 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: Indoor 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


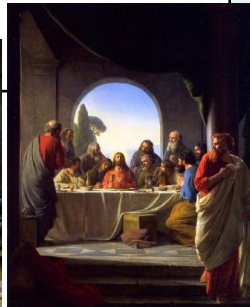

Simone Biles – American Olympic Gymnast

Max Whitlock – British Olympic Gymnast

Becky Downie – British Olympic Gymnast

Louis Smith – British Olympic Gymnast

Year 4 RE: Christianity – Why do Christians call the day Jesus died ‘Good Friday’?

Subject Specific Vocabulary		Lines of enquiry:	Key Skills
Calvary	The hill outside Jerusalem on which Jesus was put to death.	What can you remember about Holy Week?	<ul style="list-style-type: none">• Identify and describe core beliefs and concepts (e.g., love, justice, community).• Explain what texts/sources (like scriptures, stories) mean to believers.• Suggest meanings for symbols and practices.• Link religious stories, teachings, and practices to big questions about life, purpose, and values.• Listen to and respond to the views of others respectfully.• Develop empathy and understand different perspectives.• Offer reasoned ideas and suggestions.
Crucifixion	The way Jesus was put to death by nailing him to a cross	How did people feel on Good Friday?	
Easter	The Christian festival which remembers the resurrection of Jesus.	Why did Jesus have to die and rise again?	
Forgiveness	When someone is stopped being blamed or punished for something they have done.	Why is the Easter story important?	
Jerusalem	The city where the Jewish temple was located	For Christians, why is Good Friday so important?	
Palm Sunday	The first day of Holy Week when Jesus rode into Jerusalem on a donkey.	Why do Christians call the day Jesus died 'Good Friday'?	
Resurrection	Jesus' return to life after dying.	  	
Salvation	Being saved or rescued so that Christians are not longer away from God.		
Sin	An act which goes against God's laws.		

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.

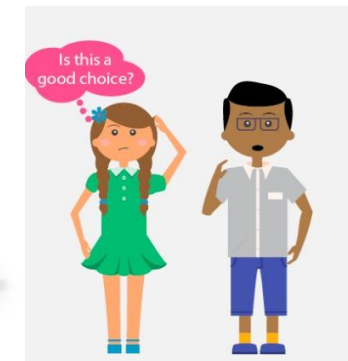
Drugs can have a range of impacts on your life.

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

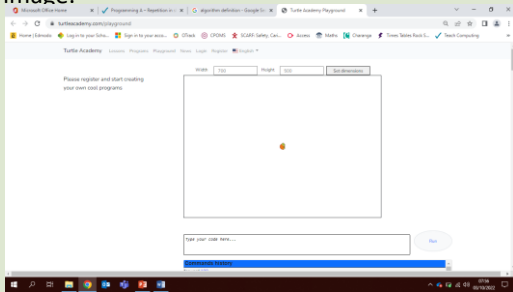
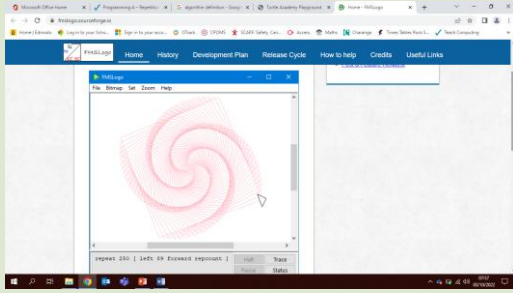
For some people, using drugs can become a habit which is very difficult to break.

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 : 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> 	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>Logo – coding and repetition of shapes.</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.		<p>Unit Overview:</p> <p>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>
<p><u>E-Safety (Project evolve)</u></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>			
		<p><u>E-safety (continued)</u></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>	