

Name of Unit - Computing – Year 4 – Scratch (Count-Controlled Loops)

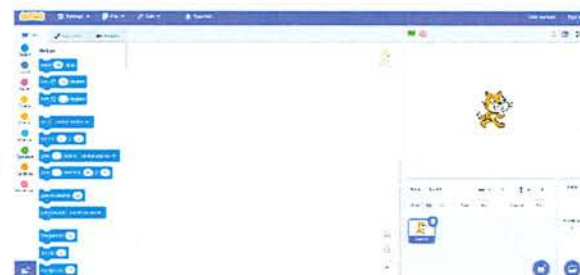
What I should already know

*I will have used programming language and explored Beebots in the infants.

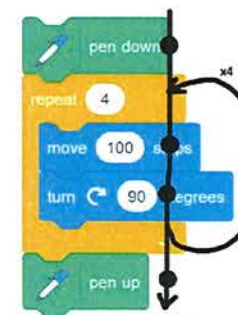
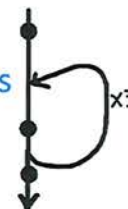
*In Year 3, I will have used Scratch. I will have experience creating sprites, writing simple algorithms using movement 'blocks' and created backgrounds.

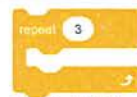
Key concepts- What I will know by the end of the unit

- * To know that a loop is a set of instructions that are Repeated.
- * To understand that a count-controlled loop can replace a sequence where there is a pattern.
- * To write simple algorithms with count control loops, draw diagrams to show the control of flow and act out my algorithm.
- * To understand why co-ordinates are used to reference the position of the sprite.
- * To think about the function of 'wait' and 'next costume' when writing code.
- *To create own code for a sprite that uses a count-controlled loop.



Stand
do 3 times
wave
Sit



Glossary of terms	Or translation of key vocabulary and a picture
Algorithm	A set of steps to complete a specific task
Sequence	The order that commands are carried out by a computer
Flow of control	A diagram used to show steps within an algorithm (a pathway)
Sprite	A sprite is an image that can be programmed to move, respond to events, and interact with other sprites
Code	A set of instructions written in coding language.
Count-controlled loop	 A loop (set to a specific count of how many) is a set of instructions that are repeated

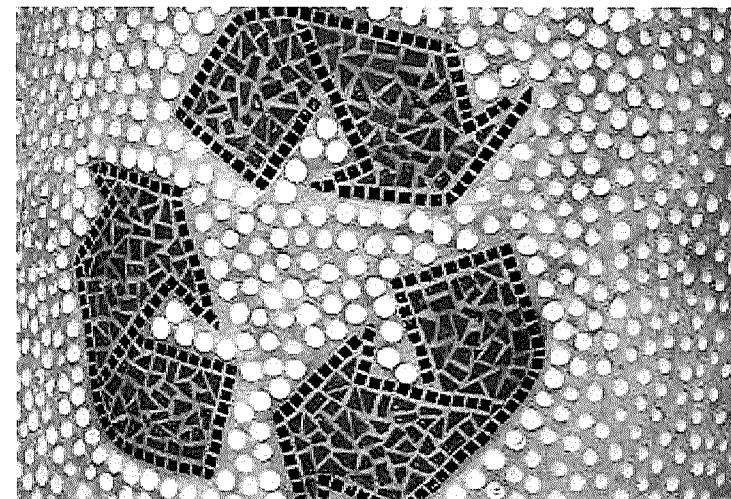
Name of Unit – Art - Sustainability (Year 4)

What I should already know

- ♣ how to use water colour paints
- ♣ how to activate and use water colour pencils
- ♣ how to apply different pressure with pencils
- ♣ how to use block printing

Key concepts- What I will know by the end of the unit

- ♣ how to collage, using different materials
- ♣ how to take influence from a theme or artist to create an individualised response
- ♣ how to use appropriate colours to represent the mood of a piece of artwork
- ♣ how to combine different elements and mediums in one piece of artwork



<u>Glossary of terms</u>	<u>Meaning</u>
illustration	A visual image made by an artist (e.g. a drawing, painting)
effect	To achieve a particular outcome for the viewer
collage	Layering different materials over one another
mood	The emotions that the art makes the viewer feel
combine	To use different elements or mediums in one piece
apply	To use a learnt skill to create an effect
mimic	To copy a style or section of art
experiment	To show creativity in using a range of skills or mediums
evaluate	Finding what went well and what could be improved about a piece of art



Name of Unit: On the move (Year 4 Spring)

What I should already know

- To find out where someone lives
- To describe where I live
- To count in 10 and up to 100
- To develop my ability to understand new words

Key concepts- What I will know by the end of the unit

- To name different transport
- To use the verb "aller" (to go) in a simple sentence
- To ask how someone goes to school
- To give and respond to simple direction instructions to places in town



à pied



à cheval



une voiture



un autobus



un vélo



un train

Qu'est-ce que c'est?

What is it?

C'est une voiture?

It is a car.

Comment vas-tu à l'école?

How do you go to school?

Je vais à l'école en voiture.

I go to school by car.



un camion



un hélicoptère



un avion



une trottinette



un taxi



une moto

Où est la piscine, s'il vous plaît?

Where is the swimming pool, please?

Tournez à gauche !



Allez tout droit !



Tournez à droite !



Name of Unit: History: Why did the Mary Rose sink? (Year 4)

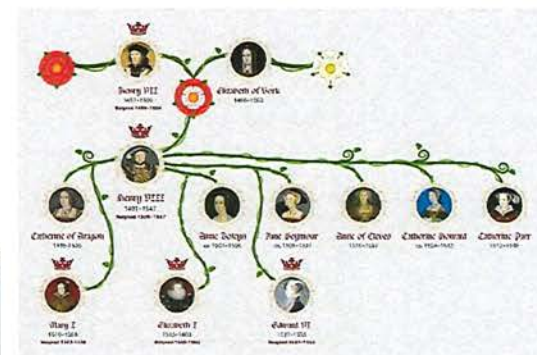
What I should already know

- An understanding of Monarchs and reign from the Anglo Saxons.



Key concepts- What I will know by the end of the unit

- Who the Tudors were and when they reigned.
- Who was the monarch at the time the Mary Rose sank?
- How the Mary Rose sank.
- Who was on the Mary Rose when it sank.



Glossary of terms

Or translation of key vocabulary and a picture

Fleet

A group war ships of under one command.

Dynasty

When one family rules country or region over a long period of time.

Navy

Part of a countries military force that is centred in the sea.

Reign

The rule of monarch.

Monarch

A King or Queen that leads a government.

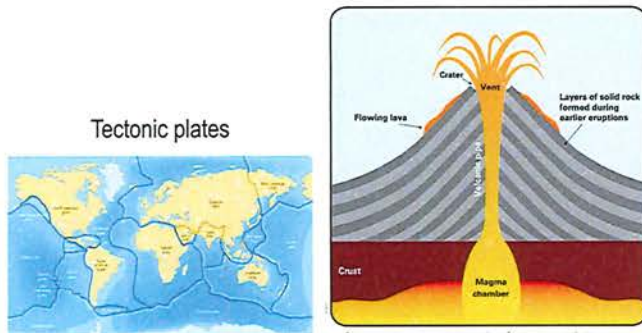
Coast

The area where sea and land meet.

Name of Unit e.g Geography – Archipelagos (Year 4)

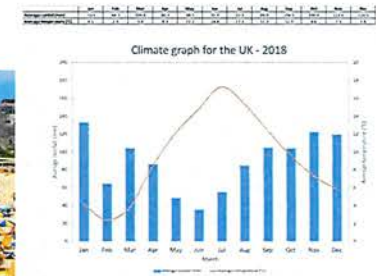
What I should already know

- Volcanoes are caused by tectonic plates
- There are different types of rock (Year 3 science)
- Difference between human and physical features



Key concepts- What I will know by the end of the unit











- Know what an archipelago is
- Know what the equator is and find it on a world map
- Know why people choose to go to places on holiday
- To know how people visiting a place on holiday can affect the place and the people living there
- To read graphs and understand what this tells us about the climates of different places



Glossary of terms	Or translation of key vocabulary and a picture
archipelago	A group of islands
equator	The horizontal line that goes all the way around the middle of the earth
Northern hemisphere	The half of the earth that is above (North of) the equator.
climate	The weather patterns in a location over a long period of time
tourism	People visiting a place on holiday
Europe	One of the seven continents. The continent the UK is in.

Name of Unit – Music – Glockenspiels (Year 4)

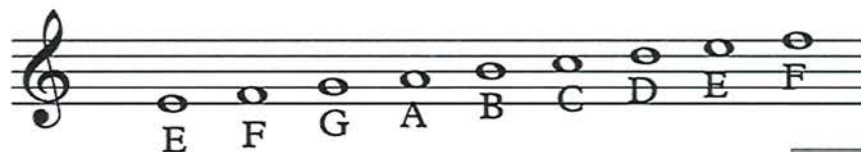
What I should already know

Dynamics		Interrelated Dimensions of Music	
Pianissimo	Very quiet	Pulse	The heartbeat or steady beat of a piece of music.
Piano	Quiet	Rhythm	The combination of long and short notes to create a pattern.
Mezzo piano	Quite quiet	Pitch	How high or low a note is.
Mezzo forte	Quite loud	Dynamics	How loud or quiet music is.
Forte	Loud	Tempo	How fast or slow a piece of music is.
Fortissimo	Very loud	Timbre	The quality and character of the sound.
		Structure	How the sections of a piece are ordered.
		Texture	Layers of sound in the music.
		Notation	Ways to visually represent music.
Other Vocabulary			
Melody	A combination of pitch and rhythm.		
Round	Multiple voices singing the same tune but starting at different points.		
Harmony	The combination of simultaneously sounded musical notes to produce a pleasing sound.		
Call and response	Where a line is spoken or sung and a second voice echoes or gives a set response.		
Accompaniment	A musical part which supports an instrument, voice or group.		
Note Lengths			
Name	Length	Note symbol	Bug symbol
semibreve	4 beats		
minim	2 beats		
crotchet	1 beat		
quaver	$\frac{1}{2}$ beat		
semi-quaver	$\frac{1}{4}$ beat		

Key concepts- What I will know by the end of the unit

How to sight-read simple tunes and rhythms using our bug names to support (see vocab list on left).

How to read the notes on the treble clef.



What sharp and flat notes are and where they appear on the glockenspiel.

How to play simple tunes on the glockenspiel.

Glossary of terms	Or translation of key vocabulary and a picture
Treble clef	The higher notes that we play, shown in the picture above.
Glockenspiel	A piece of tuned percussion, played with beaters.
Sharp/flat	Notes that are half a tone above or below the note.

Name of Unit – RE – Creation – Year 4

What I should already know

Developed understanding of Enquiry cycle and what the different stages entail.

Have an understanding about the Christian and Hindu religion.

In Key Stage 1, children explored the different ideas of Gods within these religions.

Have had experience of a range of stories and have previously heard the Christian creation story.

Key concepts- What I will know by the end of the unit

- How Christians, Jews and Hindus believe the world was created
- Awareness of some other beliefs and religions in the world and what they believe
- My own response to creation
- Thoughts about the impact on creation on my own life and that of others.



Glossary of terms	Or translation of key vocabulary and a picture
Creation	the act of bringing the universe into being, especially when regarded as an act of God.
Creator	a person or thing that brings something into existence OR used as a name for God.
Christianity	the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.
Judaism	the monotheistic (meaning the belief in only one God) religion of the Jewish people.
Hinduism	a dharmic religion which features an order or way of life by which followers abide.
Chaos	complete disorder and confusion.

Name of Unit – Science - Electricity (Year 4)

What I should already know

- Electricity is a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices.
- Sources of light and sound may need electricity to work.

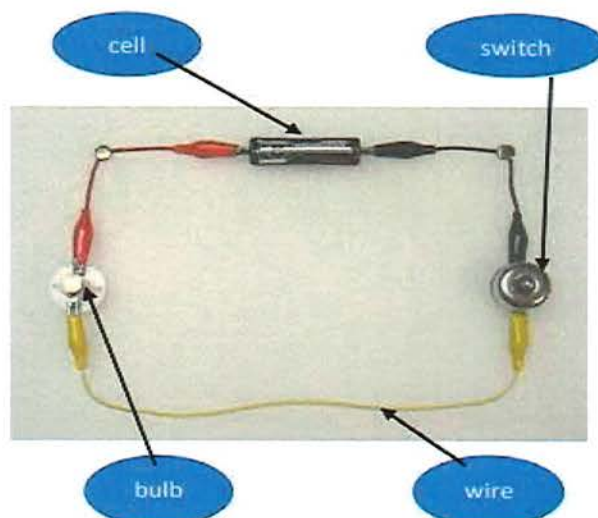
Glossary of Terms

electricity	A form of energy used for lighting, heating, making sound and making machines work.
electrical appliance	A machine or device that runs on electricity.
mains	The electricity supplied to households from power stations.
electrical circuit	This consists of a cell or battery connected to a component using wires. It needs to be a complete circuit to work.
cell and battery	A cell is a single unit and a battery is a collection of cells.
electrical component	A part that combines with others to form a circuit. E.g. bulb, motor, buzzer
switch	Can be added to a circuit to turn a component on or off. It allows the electricity to flow or it stops it.
conductor	Material that allows electricity to pass through.
insulator	Material that does not allow electricity to pass through it.

Key concepts- What I will know by the end of the unit

Year 4 – Electricity

Electrical circuit with a bulb

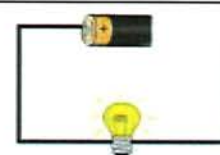


Appliances that run on electricity

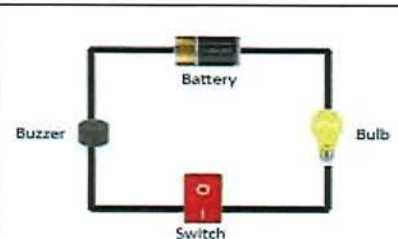
Some plug into the mains and others run on batteries.



This circuit will not work as it is not complete.



This circuit is complete so the buzzer will sound and the bulb will light.



Conductors and insulators

Conductors

Some materials let electricity pass through them easily. These are known as electrical conductors. Many metals are good electrical conductors, such as iron, copper and steel.



Insulators

Some materials do not allow electricity to pass through them. They are known as insulators. Plastic, wood, rubber and glass are good electrical insulators.



Name of Unit: PSHE – Community (Year 4)

What I should already know

Previous unit- anti bullying, personal safety and relationships.

In year 3, the children were introduced to communities as being a group of people living in the same place, having a particular characteristic or shared value in common.

They were introduced to the term responsibilities and discussed what responsibilities they have.

Key concepts- What I will know by the end of the unit

Children will develop their learning on community and responsibilities from year 3. As well as looking at communities across the world, they will investigate the lives of people living in communities and compare this to their own.

Glossary of terms	Or translation of key vocabulary and a picture
community	a group of people living in the same place, having a particular characteristic or shared value in common.
values	the beliefs people have
collaboration	two or more people working together to complete a task or achieve a goal
democracy	a system of government where the whole population or all the eligible members, are able to vote
responsible	capable of being trusted.