

# Autumn 1 sequence of learning – Key Stage 2, Year 4



Geography: The Rhine and the Mediterranean	History: The Roman Republic	Religious Education: Christianity 1 The Family of Jesus
PRIOR KNOWLEDGE	PRIOR KNOWLEDGE	PRIOR LEARNING
INTENT	INTENT	INTENT
VOCABULARY	VOCABULARY	VOCABULARY
SEQUENCE OF LEARNING	SEQUENCE OF LEARNING	SEQUENCE OF LEARNING
OUTCOME/COMPOSITE	OUTCOME/COMPOSITE	OUTCOME/COMPOSITE
British Sign Language (BSL):	Design and Technology: Structures- constructing a pavillion	PSHE: Being me in my world
<b>PRIOR KNOWLEDGE</b> Understanding of deaf awareness. Know alphabet signs and formal greetings. Know numbers to 50. Know the time at o'clock and half past. Know the seasons. Know days of the week. Know time o'clock and half past. Location vocabulary	<b>PRIOR KNOWLEDGE</b> I associate a structure with a building. I can measure, cut and attach materials with some accuracy. Materials can be fixed to each other in different ways and can be temporary or permanent. Decoration improves a products finish.	<b>PRIOR KNOWLEDGE</b> • Recognise their worth • Can identify positive things about themselves and their achievements.
<b>INTENT</b> To communicate with Deaf people in Bristish Sign Language (BSL) involving simple relevant signs, simple relevant words and sentences	<b>INTENT</b> Structure: Pavillions (starting in 2025) To design and make a stable pavillion.	<b>INTENT</b> Pupils will talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict.
<b>VOCABULARY</b> Fingerspell, Alphabet, Receptive, Productive	<b>VOCABULARY</b> 3D shapes, Design criteria, Innovative, Natural, Reinforce, Structure	<b>VOCABULARY</b> Included, Excluded, Welcome, Valued, Team, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Decisions, Voting, Authority. • Know that the school has a shared set of values • Know why rules are needed and how these relate to consequences.

**SEQUENCE OF LEARNING**

1. Fingerspell own name
2. Fingerspell other names
3. Receptive and productive finger spell own and peer name
4. Use finger spell name and location e.g. Sam is next to the door
5. Receptive and productive finger spell own and peer name with location

**SEQUENCE OF LEARNING**

- 1: Features of a ziggurat  
To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.
- 2: Designing a ziggurat  
To design a ziggurat
- 3: Nets and structures  
To construct a ziggurat using a net
- 4: Building a ziggurat  
To construct and evaluate my final product

**SEQUENCE OF LEARNING**

1. To discuss strategies to develop a class team.
2. To discuss becoming a school citizen
3. To discuss rights, responsibilities and democracy
4. To discuss rewards and consequences
5. To discuss and develop our class 'Learning Charter'

**OUTCOME/COMPOSITE**

Children will use BSL to sign their name and understand other pupils sign names

**OUTCOME/COMPOSITE**

To have designed and made a stable pavilion which is aesthetically accurate.

**OUTCOME/COMPOSITE**

Pupils know their attitudes and actions make a difference to the class team

**Physical Education (PE): Hands-Feet-Equipment****PRIOR KNOWLEDGE**

Pupils will be able to do all the 'fundamental movement skills' for the warm-up part of the lesson. Pupils will be able to participate in an A-B-C skills circuit with control.

**INTENT**

In HANDS – FEET - EQUIPMENT, pupils will continue to develop fundamental skills. Pupils will acquire and develop skills to pass and dribble with both their hands and feet. Pupils will explore how to travel over, under, and across apparatus in a safe way.

**VOCABULARY**

Warm-Up. Agility. Power. Apparatus. Pulse. SAQ (Speed, Agility, Quickness). Safety. Heart Rate. Pulse

**SEQUENCE OF LEARNING**

- 1.To recap the structure and expectations of a PE Lesson. Recap and refine skills from the A-B-C unit in Year 3.

**Computing: Computing systems and networks****PRIOR KNOWLEDGE**

Computing Systems and Network - Learners develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.

**INTENT**

Pupils will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They learn that the World Wide Web is part of the internet and are given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create

**VOCABULARY**

World wide web, internet, content, honest, accurate, reliable, false information

**SEQUENCE OF LEARNING**

- 1.To describe how some online services may seek consent to store information about me; I know how

2. To be able to dribble a ball with control using their hands.
3. To be able to do a chest, pass, overhead pass with a developing technique.
4. Be able to dribble a ball with control using their feet.
5. To be able to control the direction and power of a pass using their feet.
6. To be able to move creatively over, under, and through apparatus in a controlled and safe way.

#### **OUTCOME/COMPOSITE**

Pupils will be able to participate in an A-BC circuit with control and increased fluency. Pupils will be able to pass and dribble using their hands and feet under increasing levels of pressure.

- to respond appropriately and who I can ask if I am not sure.
- 2.To describe how networks physically connect to other networks
- 3.To recognise how networked devices make up the internet
- 4.To outline how websites can be shared via the World Wide Web (WWW)
- 5.To describe how content can be added and accessed on the World Wide Web (WWW)
- 6.To recognise how the content of the WWW is created by people
- 7.To evaluate the consequences of unreliable content

#### **OUTCOME/COMPOSITE**

Pupils will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information..