

Spring 2 sequence of learning – Key Stage 2, Year 4



Geography:

PRIOR KNOWLEDGE

INTENT

VOCABULARY

SEQUENCE OF LEARNING

OUTCOME/COMPOSITE

History:

PRIOR KNOWLEDGE

INTENT

VOCABULARY

SEQUENCE OF LEARNING

OUTCOME/COMPOSITE

Religious Education:

PRIOR LEARNING

INTENT

VOCABULARY

SEQUENCE OF LEARNING

OUTCOME/COMPOSITE

British Sign Language (BSL):

PRIOR KNOWLEDGE

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, Fingerspell names

INTENT

To communicate with Deaf people in British Sign Language (BSL) involving simple relevant signs, simple relevant words and sentences.

VOCABULARY

Science: Sound

PRIOR KNOWLEDGE

Sound
May have some understanding that objects make different sounds.
Some understanding that they use their ears to hear sounds.
Know about their different senses.

INTENT

Sound
Pupils will be able to explain what happens when a sound leaves a source and how it travels to our ear. Pupils will be able to explain the correlation between pitch and the object producing the sound.

VOCABULARY

Sound - amplitude, volume, quiet, loud, ear, pitch,

PSHE: Healthy Me

PRIOR KNOWLEDGE

Know why their hearts and lungs are such important organs Know that the amount of calories, fat and sugar that they put into their bodies will affect their health

INTENT

Pupils will...
look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them; are asked to reflect on their friendships, how different people make them feel and which friends they value the most

VOCABULARY

Friendship, Emotions, Healthy, Relationships,

minutes, time, days, week, months, years, first, second, third etc, year group, pounds, pence

high, low, particles, instruments, wave.

Sound is produced when an object vibrates.
Sound moves through all materials by making them vibrate.
Sound travels from its source in all directions and we hear it when it travels to our ears.

Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.

- Know the facts about smoking and its effects on health
- Know the facts about alcohol and its effects on health, particularly the liver
- Know ways to resist when people are putting pressure on them
- Know what they think is right and wrong

SEQUENCE OF LEARNING

1. Recap numbers to 100
2. Know sequential numbers
3. Know the signs for pound and pence and use them to sign amounts £3 or 50p
4. Use the knowledge and go shopping with items in the class

SEQUENCE OF LEARNING

Sound
Hidden depths zoom in/out - Hidden depths - Explorify

1. To explain that sounds are made when an object vibrates and to begin to understand that we hear sounds when the vibrations travel from a source through a medium to our ears.
2. To notice patterns between the pitch and volume of a sound and the features of the object that produced it.
3. To investigate what factors affect the pitch and the volume of sound.
4. To explain how we hear sounds.

SEQUENCE OF LEARNING

1. To consider the importance of my friends
2. To discuss group dynamics and roles within a group.
3. To develop our understanding of the impact of smoking
4. To develop our understanding of the impact of alcohol
5. To understand the importance of healthy friendships.

OUTCOME/COMPOSITE

Pupils will use BSL to sign numbers, and money and also understand other pupils signing of these.

OUTCOME/COMPOSITE

Sound
Pupils will make a musical instrument which changes pitch.

OUTCOME/COMPOSITE

Pupils:

- know which friends they value most
- know that there are leaders and followers in groups
- know that they can take on different roles according to the situation.

Physical Education (PE): STRIKE-REACT-RALLY

PRIOR KNOWLEDGE

Pupils will understand what NET / WALL games are and give examples of these sports. Pupils will know that how they move their hand paddle will impact the direction of travel of the ball. Pupils should be able to

Computing: Animation

PRIOR KNOWLEDGE

Pupils should have knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. Following this unit, pupils will further develop their

have controlled rallies and be able to use a developing technique within these rallies.

INTENT

In STRIKE – REACT - RALLY, pupils will refine their previously learnt skills, they will be able to perform a groundstroke and a volley. Pupils will learn to play variations of tennis-based games and be able to score independently.

VOCABULARY

NET and WALL games, forehand, back hand, rally, volley, groundstroke, direction, chopper grip, officiate.

SEQUENCE OF LEARNING

1. To recap what 'net and wall' games are and to recap rallies using the hand paddles.
2. To acquire skills to use the 'chopper grip' and the forehand groundstroke using a tennis racket.
3. To be able to use the ready position and perform a backhand ground stroke.
4. To introduce the concept of a volley.
5. To apply skills in small tennis-based challenge games.
6. To apply all skills in small, sided games whilst independently scoring and officiating.

OUTCOME/COMPOSITE

Pupils will be able to rally using a tennis racket, they will know the difference between a groundstroke and a volley. Pupils will apply these skills in tennis-based games, they will also be able to officiate and score independently.

video editing skills in Year 5

INTENT

Pupils 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.

VOCABULARY

Online editor, crop, copyright, filters, retouch, retouching tools, fake images, publication(s)

SEQUENCE OF LEARNING

1. To recognise when someone is upset, hurt or angry online.
2. To explain that digital images can be changed
3. To change the composition of an image
4. To describe how images can be changed for different uses
5. To make good choices when selecting different tools
6. To recognise that not all images are real
7. To evaluate how changes can improve an image

OUTCOME/COMPOSITE

Pupils should have experience of making choices on a tablet/computer. They should be able to navigate within an application. This unit progresses pupils' skills through editing digital images and considering the impact that editing can have on an image. Pupils will also consider how editing can be used appropriately for different scenarios, and create and evaluate 'fake' images, combining all of their new skills.