

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



Geography:	History:	Religious Education:
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):	Science: N/A	PSHE: Changing Me
<p>PRIOR KNOWLEDGE</p> <p>Understanding of deaf awareness. Know alphabet signs and formal greetings. Know numbers to 100. Know the time at o'clock and half past, quarter to and quarter past. Know the seasons. Know days of the week. Location vocabulary, Fingerspell names. Pound and pence sign. Know information about friends</p>	<p>PRIOR KNOWLEDGE</p>	<p>PRIOR KNOWLEDGE</p> <p>The male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <ul style="list-style-type: none">• some of the outside and inside changes that happen during puberty.
INTENT	INTENT	INTENT

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

VOCABULARY

Long hair, short hair, brown eyes, blue eyes, brown hair, blond hair, tall, short, blue dress, grey trousers

VOCABULARY

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VOCABULARY

Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions.

- Know that babies are made by a sperm joining with an ovum
- Know the names of the different internal and external body parts that are needed to make a baby
- Know how the female and male body change at puberty
- Know that change can bring about a range of different emotions

SEQUENCE OF LEARNING

- 1.Recap learning of giving and receiving 2 pieces of information about a friend
2. Learn a wider range of appropriate adjectives
3. Give and receive information about a friend using these further adjectives
4. Play a version of Who am I?

SEQUENCE OF LEARNING

SEQUENCE OF LEARNING

- 1.To discuss the concept of 'Unique Me'
- 2.To label the internal and external parts of male and female bodies that are necessary for making a baby
- 3.To discuss how girls change during puberty
- 4.To consider the 'Circles of Change' and how it applies to their life
- 5.To discuss changes that have been and may continue to be outside of their control that they learn to accept

OUTCOME/COMPOSITE

Pupils will use BSL to sign information about friends and also understand other pupils signing of these.

OUTCOME/COMPOSITE

OUTCOME/COMPOSITE

Pupils will...
Know the names of the different internal and external body parts that are needed to make a baby

Know how the female and male body change at puberty

Physical Education (PE): AIM –STRIKE-RETRIEVE

PRIOR KNOWLEDGE

Pupils will be able to play small sided striking and fielding games, they will be able to react to retrieve the ball with speed and be able to roll the ball back to the target with accuracy and the desired power.

INTENT

In AIM – STRIKE - RETRIEVE, pupils will acquire and develop fundamental skills to be able to play a variety of striking and fielding activities.

VOCABULARY

Underarm throw Overarm throw catching deep
fielded post bases teamwork rules

Computing: Creating Media - Animation

PRIOR KNOWLEDGE

Year 3 Creating Media – Animation -This unit progresses students' knowledge and understanding of using digital devices to create media including adding audio to a digital image file/animation.

INTENT

Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.

VOCABULARY

Input device, microphone, output device, speaker, digital audio, copyright, podcast

MUSIC: Developing singing technique (Theme: The Vikings)

PRIOR KNOWLEDGE

- When you sing without accompaniment it is called 'A Cappella'.
- Harmony means playing two notes at the same time that usually sound good together.
- An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
- 'Performance directions' are words added to musical notation to tell the performers how to play.

INTENT

To sing confidently with others with good recognition of pitch.

VOCABULARY

composition, melody, notation, tempo, minim, crotchet, quaver, semibreve, dotted crotchet. coordinated, disciplined

- The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- Different notes have different durations, and that dotted crotchets are worth one and a half beats.
- 'Reading' music means using how the written note symbols look and their position to know what notes to play.

- Written music tells you how long to play a note for

SEQUENCE OF LEARNING

1. To recap skills learnt in the React- Retrieve – Roll unit from Year 3.
2. To be able to consistently bat a ball off a stationary 'T'.
3. To be able to hit a stationary ball and adjust the power and direction as requested.
4. To understand the safety rules involved when batting and be able to bat using the correct technique.
5. To be able to apply batting skills in small, sided games.
6. To be able to apply skills in games in line with the rules of the game.

SEQUENCE OF LEARNING

1. I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.
2. To identify that sound can be recorded
3. To explain that audio recordings can be edited
4. To recognise the different parts of creating a podcast project
5. To apply audio editing skills independently
6. To combine audio to enhance my podcast project
7. To evaluate the effective use of audio

SEQUENCE OF LEARNING

- 1: Here come the Vikings!
To sing in time with others
- 2: Sing like a Viking
To sing in time with others
- 3: Viking notation
To recognise simple rhythmic notation by ear and by sight.
- 4: Viking battle song
To use simple rhythmic notation to compose a Viking battle song.
- 5: Perform like a Viking
To perform music with confidence and discipline.

OUTCOME/COMPOSITE

Pupils will be able to play small, sided striking and fielding games. They will be able to strike the ball and be able to use a short barrier to stop the ball. Pupils will have an increased understanding of the use of tactics in the games.

OUTCOME/COMPOSITE

This unit progresses students' knowledge and understanding of creating media, by focusing on the recording and editing of sound to produce a podcast. Following this unit, learners will explore combining audio with video in the 'Video editing' unit in Year 5.

OUTCOME/COMPOSITE

Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion and perform to a Y4 class in another school.

Design and technology: Mechanical systems: making a slingshot car

PRIOR KNOWLEDGE

Pupils can:
Draw accurate diagrams with correct labels, arrows and explanations.
Correctly identify definitions for key terms.
Identify five appropriate design criteria.
Communicate two ideas using thumbnail sketches.
Communicate and develop one idea using an exploded diagram.
Select appropriate equipment and materials to build a working pneumatic system.
Assemble their pneumatic system within the housing to create the desired motion.
Create a finished pneumatic toy that fulfils the design brief.

INTENT

Mechanical systems: making a slingshot car.

Pupils will design and make their own slingshot car

VOCABULARY

Chassis, energy, kinetic, mechanism, air resistance, design, structure, graphics, research, model, template

SEQUENCE OF LEARNING

1: Chassis and launch mechanism

To build a car chassis

2: Designing the car body

To design a shape that reduces air resistance

3: Making the car body

To make a model based on a chosen design

4: Assembly and testing

To assemble and test my completed product

OUTCOME/COMPOSITE

To design and make an aerodynamic slingshot car