Spring 1 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): Know basic numbers	Science: Electricity	PSHE: Dreams and Goals
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	**PRIOR KNOWLEDGE** Electricity May have some understanding that objects need electricity to work. May understand that a switch will turn something on or off.	**PRIOR KNOWLEDGE** Know what dreams and ambitions are important to them
INTENT To communicate with Deaf people in Bristish Sign Language (BSL) involving simple relevant signs, simple relevant words and sentences.	**INTENT** Electricity	**INTENT** Pupils will… Talk about their hopes and dreams, discuss how it feels when dreams don't come true and how to cope with /

Pupils will be able to construct a simple circuit and explain how it works. They will also be able to explain that a switch will open and close a circuit.
Pupils will be able to explain the difference between a conductor and an insulator.

overcome feelings of disappointment

VOCABULARY

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

VOCABULARY

Electricity - electricity, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, component.

A complete circuit is needed for electricity to flow and devices to work.
Some materials allow electricity to flow easily and these are called conductors.
Materials that don't allow electricity to flow easily are called insulators.

VOCABULARY

Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.

· Know how to make a new plan and set new goals even if they have been disappointed · Know how to work as part of a successful group

· Know how to share in the success of a group

· Know that hopes and dreams don't always come true

SEQUENCE OF LEARNING

1. Recap numbers to 20. Learn 21-50
2. Learn numbers 51-100
3. Recap numbers 0-100
4. Use ordering language : first, second, third etc
5. Recap the time at o'clock and half past
6. 6Know quarter to and quarter past the o'clock

SEQUENCE OF LEARNING

Electricity
Power stick – using human electricity to create a class circuit. How many children will fit in the circuit?
1.To construct a simple circuit.
2. To identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.
3.To explain the difference between an insulator and a conductor.
4. To recognize that a switch opens and closes a circuit.

SEQUENCE OF LEARNING

1. To discuss our hopes and dreams
2. To discuss how to deal with broken dreams
3. To develop strategies for overcoming disappointment
4. To create new personal dreams
5. To identify steps to achieving personal dreams

OUTCOME/COMPOSITE

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

OUTCOME/COMPOSITE

Electricity
Pupils will design and make their own working torch (linked to English & DT)

OUTCOME/COMPOSITE

Pupils
• know how to make a new plan and set new goals even if they have been disappointed
• Know how to work out the steps they need to take to achieve a goal.

Art: Printmaking

Design and Technology: Electrical systems - Torches

MUSIC: N/A

PRIOR KNOWLEDGE

Ink or paint can be applied in a pattern from a simple print block

INTENT

Pupils will explore artwork and printmaking from the Japanese culture, becoming aware of the different palattes, techniques and subjects typically used by artists such as Hokusai. Pupils will experiment with printing and painting techniques and create a monoprint image with a seal signature.

VOCABULARY

Katsushika Hokusai was a Japanese Print artist born in 1760 Japanese artists had a particular style, brush technique and used a limited colour palette. Japanese artists used a seal of print block to sign their work. Gyotaku is the traditional Japanese method of printing fish, dating back to the mid-1800s. A Monoprint is a single image by printing. Every image is unique

SEQUENCE OF LEARNING

1.To explore the work of a notable artist: Katsushika Hokusai
2. To free paint swimming fish in the style of Japanese artists (large brush, thin paint/ink)
3. To imitate Japanese artists' work by designing a seal print block and by painting symbols.
4. To use natural objects to create monoprints (the Japanese art of Gyotaku)
5. To experiment with effects in sketch book and use chosen style to embellish printed images with background effects and Japanese blocks and symbols.
6.To present, evaluate and celebrate my finished artwork.

OUTCOME/COMPOSITE

PRIOR KNOWLEDGE

Electricity is the flow of electrical power or charge.
An electrical circuit comprises of electrical components.
A battery is an electrical power source
A circuit must form a loop for electrical current to flow.

INTENT

Electrical systems: Torches
Pupils design and build an electrical circuit of a torch made from easily available materials and objects.

VOCABULARY

Battery, bulb, buzzer, cell conductor, copper, design criteria, electrical item, electricity, electrical item, insulator, series circuit, switch, test, torch, wire

SEQUENCE OF LEARNING

1: Electrical products
Pupils explore the difference between 'electrical' and 'electronic' and revisit how to create a simple circuit.
2: Evaluating torches.
Pupils evaluate a range of different torches and identify the features of a torch: housing, reflector, circuit and switch.
3: Torch design
Pupils create a torch design, building on their understanding from and incorporating features they have identified in previous lessons.
4: Torch assembly
The children build the circuit and housing for their torches, closely following their designs from the previous lesson.

OUTCOME/COMPOSITE

Children make a torch using an electrical circuit and a housing made from recycled materials.

PRIOR KNOWLEDGE

INTENT

VOCABULARY

SEQUENCE OF LEARNING

OUTCOME/COMPOSITE

Pupils will understand Japanese style and techniques through experimentation and practice. They will produce an embellished monoprint.

Physical Education (PE): INSPIRE,CREATE,PERFORM

PRIOR KNOWLEDGE

Pupils will have developed and refined their fundamental movement skills. Pupils participated in the INSPIRE – CREATE – PERFORM topic in Year 3, this will have given them an understanding of exploring movement, creating a sequence, being able to perform to their peers. They will have developed the skills to give and receive feedback.

INTENT

INSPIRE – CREATE - PERFORM, pupils will acquire and develop fundamental dance skills that will allow them to convey meanings and feelings through dance and performance.

VOCABULARY

Motif, Rhythm, Tempo, Canon, Unison, Sequence, Feedback, Choreograph

SEQUENCE OF LEARNING

1. To know and perform the three key shapes.
2. To explore balances on 1-4 points of contact.
3. To learn several types of rolls.
4. To explore apparatus and understand the safety aspects involved.
5. To create an individual sequence on apparatus.
6. To refine sequence and perform to peers.

Computing: Programming A

PRIOR KNOWLEDGE

Programming A—This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment. They are introduced to a selection of motion, sound, and event blocks which they use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Pupils also apply stages of program design through this unit.

INTENT

Pupils will look at repetition and loops within programming. They use Logo, a text-based programming language.

VOCABULARY

Logo, repetition, loops, planning, modifying, testing commands, text-based programming.

SEQUENCE OF LEARNING

1.To describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.
2.To identify that accuracy in programming is important
3.To create a program in a text-based language
4.To explain what 'repeat' means
5.To modify a count-controlled loop to produce a given outcome
6.To decompose a task into small steps
7.To create a program that uses count controlled loops to produce a given outcome

OUTCOME/COMPOSITE

Pupils will be able to perform an individual sequence to their peers, they will be able to give and receive feedback in a constructive manner.

OUTCOME/COMPOSITE

Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns.