

LEYS FARM JUNIOR SCHOOL
Curriculum Overview
Year 4 – Summer Term 2023 Medium Term Plan
Topic: When in Rome

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> • Home-School Planners checked • Class Charter (including 5 school rules/rights) • School Council • Subject Ambassadors • Dyslexia Gold Assessments updates • Pupil progress meeting • English, Maths and Standards Scrutiny • ScholarPack assessment update end of term • Class track assessments part of PPA 	<ul style="list-style-type: none"> • Return to school – Tuesday 18th April • King Charles III Coronation – Sat 6th May • Y6 SATs week – Tuesday 9th May • Orienteering Day – Wednesday 17th May • Multiplication Tables Check – Monday 5th June – Friday 16th June • Visit to Lincoln Collection – 15th June • Sports Day – 3rd July • Girls Games Day - July 13th 	<ul style="list-style-type: none"> • Entry point – What do I already know? Metacognition • Class Story – Escape from Pompeii • Reciprocal class text - The Nothing to see here hotel • Homework – TT Rockstars/Ed Shed/Purple Mash • PE - Daily Mile • Brain breaks - Go Noodle/Cosmic Yoga, BBC Supermovers • Science - Explorify • Exit point – Metacognition/Display/Sharing work
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum: Focus on Vocabulary – (morphology, words in context connotations, shades of meaning), Retrieval (skimming and scanning) Explanation, Inference and Prediction (begin to use evidence from the text to justify) Sequence/Summarise (Text labelling/ annotating) <u>Reading</u></p>	<p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout English lessons and applied across the curriculum: <u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I use diagonal and horizontal strokes needed to join letters? • Can I understand which letters are best left un-joined? • Can I increase the legibility, consistency and quality of my handwriting? <p><u>Writing</u></p>	<p><u>Focus:</u> The following reading objectives are taken from the National Curriculum and will be taught throughout English lessons and applied across the curriculum: <u>Phonics</u> Little Wandle Catch Up</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Can I identify noun phrases? • Can I explore types of sentences? • Can I extend my sentences using more than one clause?

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- Can I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?
- Can I read books that are structured in different ways and reading for a range of purposes?
- Can I identify main ideas drawn from more than one paragraph and summarise these?
- Can I identify how language, structure, and presentation contribute to meaning?
- Can I discuss words and phrases that capture the reader's interest and imagination?
- Can I participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

- Can I listen and respond appropriately to adults and peers?
- Can I ask relevant questions to extend my understanding and knowledge?
- Can I use relevant strategies to build my vocabulary?
- Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?

- Cold Task
- Independent (Assessed piece)

Can I write and edit a poem?

Can I create a descriptive setting?

Can I write a creative topic piece?

Can I Create a diary entry linked to Escape from Pompeii?

Can I write a descriptive recount?

Can I write a persuasive leaflet?

Can I write a letter from Pompeii?

Can I write a newspaper article?

Can I plan, write and edit a narrative story?

Can I write as Pliny the Younger – comic strip?

Can I write an explanation leaflet?

(Independent)

- Can I discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar?
- Can I draft and record by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?
- Can I organise paragraphs around a theme?
- Can I evaluate by assessing the effectiveness of my own and others' writing and suggesting improvements?

- Can I use the present perfect form of verbs in contrast to the past tense?
- Can I select nouns or pronouns appropriately for clarity and cohesion and to avoid repetition?
- Can I use conjunctions, adverbs and prepositions to express time and cause?
- Can I use fronted adverbials?
- Can I use commas after fronted adverbials?
- Can I indicate possession by using the possessive apostrophe with plural nouns?
- Can I use and punctuate direct speech?
- Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms?
- Can I use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun?

Spelling

List coverage:

- Can I use homophones?
- Can I spell words spelled with 'c' before 'l' and 'e'?
- Can I spell words with 'sol' and 'real'?
- Can I spell words containing 'phon' and 'sign'?
- Can I spell words with prefixes 'super', 'anti' and 'auto'?
- Can I spell words with prefix 'by'?
- Can I spell challenge words?
- Can I spell plurals with possessive apostrophes?

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- Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?
- Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?

- Can I identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own work?
- Can I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning?
- Can I assess the effectiveness of my own and others' writing?
- Can I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning?

- Can I spell revision words?

Maths

Prior Learning/Knowledge:

Children will have some understanding of tenths and relate these to decimals. This will be built on this term as Y4 work through understanding tenths and hundredths and relating these to the context of money. When telling the time, children should already be fluent with months and years and hours in a day. They will be able to tell the time to the nearest minute and understand the 24-hour clock. Children will understand the names for the lines used in 2D shapes and be able to draw these accurately. They will be able to compare the angles and

Cold Task – Decimals B

- Can I make a whole with tenths?
- Can I make a whole with hundredths?
- Can I partition decimals?
- Can I compare decimals?
- Can I order decimals?
- Can I round to the nearest whole number?
- Can I find halves and quarters as decimals?

Hot Task – Decimals B

Cold Task – Time

- Can I explain years, months, weeks and days?
- Can I tell the time with hours minutes and seconds?

Cold task – Statistics

- Can I interpret charts?
- Can I compare charts?
- Can I interpret line graphs?
- Can I draw line graphs?

Hot task – Statistics

Cold task – Position and direction

- Can I describe position?
- Can I plot coordinates?
- Can I draw 2-D shapes on a grid?
- Can I translate on a grid?

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<p>understand turns. They will have a grasp of 3D shapes and some properties.</p> <p>Focus:</p> <p>Children will continue to consolidate learning about decimals in context of rounding and comparing decimals. They will link to money contexts using two decimal places. Children will learn to tell the time using a twenty-four-hour clock and convert between analogue and digital time. Children will focus on 2D shape and identify angles and lines of symmetry. Children will interpret and create a chart including line graphs. Children will describe position and direction using coordinates.</p> <p>Vocabulary:</p> <p>Orientation, Degree(s), Right angle, Perpendicular, Parallel, Horizontal, Vertical, Quadrilateral, Classify, Polygon, Pentagon, Hexagon, Heptagon, Octagon, Nonagon, Decagon, Polyhedron, Polyhedra, Acute, Obtuse, Isosceles, Scalene, Equilateral, Parallelogram, Rhombus, Trapezium, Protractor, Regular, Irregular, Reflex, Coordinates, Quadrant, Plot, Grid, Translate, Translation, Axis/axes, Scale, Statistics, Label, Graph, Convert, 24-hour clock, Analogue, Digital, Label, Graph.</p>	<p>Can I convert between analogue and digital times? Can I convert the 24-hour clock? Can I convert from 24-hour clock?</p> <p>Hot Task – Time</p> <p>Cold task – Money Can I write money using decimals? Can I convert between pounds and pence? Can I estimate with money? Can I calculate with money? Can I solve problems with money?</p> <p>Hot task – Money</p> <p>Cold task – 2D shape Can I understand angles as turns? Can I identify angles? Can I compare and order angles? Can I compare triangles? Can I understand quadrilaterals? Can I understand polygons properties? Can I determine lines of symmetry? Can I complete a symmetrical figure?</p> <p>Hot task – 2D Shape</p>	<p>Can I describe translation on a grid? Hot task – Position and direction</p> <p><i>Additional Maths Teaching</i></p> <p>Daily:</p> <ul style="list-style-type: none"> ● Counting/ Tables ● TT Rockstars ● Flashback ● Assessment for Learning ● Problem-Solving and Reasoning <p>Weekly:</p> <ul style="list-style-type: none"> ● Arithmetic test ● Times Tables grids/written questions test ● Rapid recall]/fact family <p>Start point:</p> <ul style="list-style-type: none"> ● Cold Task (WRM) <p>Exit point:</p> <ul style="list-style-type: none"> ● Hot Task (WRM)
Art	Design and Technology, Cooking and Nutrition,	Science including STEM

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	<u>including STEM</u>	
<p><u>Prior Learning/Knowledge:</u> Children will have an awareness of techniques, including control and use of materials, with creativity, experiment and an awareness of different kinds of art, craft design. Developed work in sketch books recording observations and use them to review and revisit ideas Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, fabric.</p> <p><u>Focus:</u></p> <p>Technique: Printmaking/Drawing/ Collage (Mosaic)</p> <p><u>Artist/Movement:</u></p> <p>Pietro Cavallini/Antoni Gaudi Byzantine/Modernist</p> <p>Pupils will be taught: Texture, pattern, colour, line and tone</p> <ul style="list-style-type: none"> to use sketch books to record their observations and to review and revisit ideas; 	<p><u>Prior Learning/Knowledge:</u> Children will understand designing linked to past topics including food products. They will be able to make simple joins using glue. They will understand how to strengthen some materials. They will know some properties of materials.</p> <p><u>Focus:</u></p> <p>Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 	<p><u>Prior Learning/Knowledge:</u> Children will be able to identify and name a variety of common animals that are carnivores, - Animals, including humans) They will have found out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans) of different types of food, and hygiene. (Y2 Describe the importance for humans of exercise, eating the right amounts - Animals, including humans) Most will identify that animals, including humans, need the right types and amount from what they eat. (Y3 of nutrition, and that they cannot make their own food; they get nutrition - Animals, including humans)</p> <p>They will distinguish between an object and the material from which it is made. (Y1 Everyday materials) glass, metal, water, and rock. (Y1 Identify and name a variety of everyday materials, including wood, plastic, - Everyday materials). Many will be able to describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) of their simple physical properties. (Y1 Compare and group together a variety of everyday materials on the basis - Everyday materials)</p> <p>The children will be able to identify and compare the suitability of a variety of everyday materials, particular uses. (Y2 including wood, metal, plastic, glass, brick, rock, paper and cardboard for - Uses of everyday</p>

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- to improve their mastery of art and design techniques, including drawing, sculpture with a range of materials – collage/printmaking;
- about great artists, architects and designers in history

Printmaking:

Pupils make their own printing block using corrugated card and string/polystyrene. They design a pattern after researching Roman patterns and press print their pattern using or more colours. They explore using more than one motif to create a pattern. They design a Roman pattern for display and use sketchbooks to show the journey.

Collage:

Pupils research Roman mosaic and comment on these. They experiment with mosaic tiles/mosaic squares to create a design. Pupils recreate well known Roman designs and use these for inspiration for their own Roman like designs. They use a mosaic technique to create and complete a tile coaster. Pupils look at colour and pattern within their design.

Pupils collect and refine ideas in sketchbooks.

Can I interpret the work of Pietro Cavallini?

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products.
- Apply their understanding of computing to program, monitor and control their products.

Design and make a money pouch?

Can I explore a range of money containers?

Children will study, describe and compare a variety of different money containers. They may then either

materials) be changed by finding out how the shapes of solid objects made from some materials can squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)

Focus:

Animals including Humans – Human nutrition (Biology)

Can I describe the simple functions of the basic parts of the digestive system in humans?

Can I identify the different types of teeth in humans and their simple functions?

Can I ask relevant questions and using different types of scientific enquiries to answer them?

Can I set up simple practical enquiries, comparative and fair tests?

States of Matter – Changes of state (Chemistry)

Can I compare and group materials together, according to whether they are solids, liquids or gases?

Can I observe that some materials change state when they are heated or cooled, and measure or research

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<p>Can I describe Byzantine movement? Can I describe the colour used in Cavallini artwork and describe my favourite piece? Can I create designs/mosaics in the style of Cavallini? Can I complete my Roman collage? Can I evaluate my design?</p> <p>Can I discuss Antoni Gaudi? Can I explore the modernist approach? Can I annotate my favourite Gaudi design? Can I create a mosaic design inspired by Gaudi? Can I create a Roman style print inspired by Gaudi? Can I evaluate my designs?</p> <p><u>Vocabulary:</u></p> <p>Printing: Monotype, printing plate, inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collagraph, Pressure, Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.</p> <p>Drawing: Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality, hade,</p>	<p>examine some money containers – drawing and labelling them, or answer questions about a variety of money containers.</p> <p>Can I learn how to sew a range of stitches? Children will identify ways in which money containers have been joined by sewing, then either practise joining scrap material by hand sewing, or practising decorative hand sewing techniques.</p> <p>Can I gather ideas for designing a money container? Children will begin to develop ideas for making a money container, either by cutting, folding and Joining paper to explore ideas or constructing model containers using given templates.</p> <p>Can I design a money container? Children will draw and annotate designs for money containers for an 'audience' of their choosing. Alternatively, they may design a money container for a given audience and/or purpose.</p> <p>Can I make a money container using textiles? Children will, based on previously completed designs, make money containers using hand sewing techniques.</p> <p>Can I evaluate my complete product? Children will show and evaluate their finished money containers, either individually or in small groups.</p>	<p>the temperature at which this happens in degrees Celsius (°C)?</p> <p>Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?</p> <p><u>Vocabulary:</u></p> <p>Scientific enquiry, comparative, fair tests, careful, systematic, observations, present, keys, bar charts, labelled diagram, predictions, hypothesis, grouping, identifying patterns, secondary sources, variables, dependent, control, independent, investigation, experiment, observing, results, conclusions, measurement, standard, units, differences, similarities, changes, scientific evidence, measuring equipment, findings, explanations, scientific process.</p> <p>Animals including humans:</p> <p>Digestive system, food chains, producers, predators, prey, mouth, tongue, teeth, oesophagus, stomach, small and large intestine, carnivores, herbivores, omnivores, digestion, mixes, moistens, saliva, transports, acid, enzymes, absorbs, water, vitamins, compacts, colon, incisors, cutting, slicing, canines, ripping, tearing, molars, chewing, grinding, floss, brush.</p> <p>Materials (States of Matter):</p>
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<p>tone, value, pressure, cross hatching, hatching, stippling, blending.</p> <p>Collage: Dying, Quilting, Paper and plastic trappings, Textiles, Stitch, Cut, Join, Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Collect, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect.</p> <p>Online galleries:</p> <p>Cavallini</p> <p>Gaudi</p>	<p><u>Vocabulary:</u></p> <p>Container, Stitch, Sew, Create, Design, Style, Flap, Pouch, Attach, Embellish.</p> <p><u>STEM</u></p> <p>STEM Money</p>	<p>Solid, solidify, ice, melt, freeze, liquid, evaporate, condense, gas, container, changing state, heated, heat, cooled, cool, degrees Celsius, thermometer, water cycle, evaporation, condensation, temperature, melting, warm, water vapour, materials, cycle, precipitation, particles, carbon dioxide, dissolve, oxygen, rate of evaporation, droplets, rain, hail, snow, wind, precipitation, rain, underground water, seas, lakes, rivers, streams, puddles, ponds, clouds, absorbed.</p> <p><u>STEM</u></p> <p>STEM Dazzling Digestion</p> <p>STEM - Water</p>
<u>French (Modern Foreign Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Prior Learning/Knowledge:</u></p> <p>The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 & 2 and vocabulary from a variety of the Early Learning units and personal details from the Intermediate unit Je me présente.</p> <p>What a verb is in English and some knowledge of the high frequency first person irregular verb j'ai (I have). Basic personal details can be recycled in this unit creating an opportunity for longer spoken and written work aiding progression in the language.</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Pupils have basic knowledge and understanding beyond the local area including the United Kingdom and Europe, North and South America. They will recollect the location and characteristics of a range of the world's most significant human and physical features.</p> <p>Pupils can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Pupils have a knowledge of events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p><u>Focus:</u></p> <p>The successful invasion by Claudius and conquest, including:</p>

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Focus:

Children will focus on learning a number of objects which can be found in the classroom. They will be able to discuss items they have in their pencil case.

Classroom: En Classe:

Can I repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiner?

Can I change the word for ‘a’ before a classroom object to the correct word for ‘my’ when I am shown a few examples first and reminded what the options are?

Can I recall in spoken and written form what I have and do not have in my pencil case?

My home: Chez moi:

Can I say and write whether I live in a house or an apartment with high accuracy?

Can I say and write where my house or apartment is after I have heard the options available to me?

Can I repeat and recognise most of the ten rooms of the house with their correct gender in French?

Can I spell over half of these words unaided from memory with good accuracy?

of a small area in a contrasting non-European country
 Human and physical geography.

Focus:

(Historical Association Scheme of Work: Roman Britain)

GA resource: <https://www.geography.org.uk/teaching-resources/base-maps>

EQ: Where did the Romans settle in Britain?

What significant geographical events occurred during the Roman period?

Mapwork:

Local geographical links: Lincoln – link to Rome.

Can I locate Lincoln on a map?

Roman roads (infrastructure) - comparison of local roads (Lincoln) and Appian way (Italy).

Can I locate local Roman settlements?

Location of Roman settlements in our local area.
 Roman impact in the wider United Kingdom – infrastructure of roads, viaducts, cities including comparison of Lincoln with Bath.

Physical:

Impact: Impact on religion, language, time.

Can I say how the Romans influenced language?

- Hadrian’s Wall;
- British resistance, for example, Boudicca;
- Developing the understanding of how our knowledge of the past is constructed from a range of sources;
- Developing Historical interpretation skills;
- Developing the ability to research independently.

Vocabulary:

Emperor, Centurion, barbarian, numerals, gladiator, bathhouse, mosaic, amphitheatre, aqueduct, villa, chariot

Key Questions:

Enquiry 1: When did the Romans invade and why?

Can I explain why the Romans invaded Britain?

(Timeline and location)

Can I describe who could join the Roman army?

Can I describe life on Hadrian’s Wall?

Enquiry 2: Did the native Britons welcome or resist the Romans, and why?

Can I explain who Boudicca was?

Can I describe Boudicca?

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<p>Can I ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me?</p> <p><u>Vocabulary:</u></p> <p>Un livre, un cahier, un crayon, un stylo, un taille-crayon, un baton de colle, une regle, une calculatrice, une trousse, une gomme, un sac a dos, des ciseaux. Une maison, un apartment, en ville, un salon, un bureau, a la montagne, au bord de la mer, a la campagne, dans un village, une buanderie, un garage, une chambre, une salle a manger, une salle de bains, un sous-sol, un jardin, une cuisine.</p> <p><i>(Language Angels)</i> <u>Language Angels</u></p>	<p>Geology: Significant geological events- Pompeii, study of volcanic eruption and its effect local to Pompeii and to the global population. Climate</p> <p>Human: Can I understand local infrastructure? Transport and Infrastructure, Farming.</p> <p>Fieldwork: Ermine Street – why was it built? Can I explore Ermine Street?</p> <p><u>Key Vocabulary:</u></p> <p>Amphitheatre, Aqueduct, Villa, Infrastructure, Settlement, Surface, Camber, Pompeii, Pyroclastic flow, Eruption. Cross curricular links to Art: Mosaic/Collage/Printing</p>	<p>Enquiry 3: How did the influence the culture of the people already living here? Can I explain how Celtic people lived? Can I explain why Hadrian’s Wall was built? Can I explore an artist impression of Hadrian’s Wall?</p> <p>Can I create a double page fact sheet on Roman Briton?</p> <p>Cross Curricular links to Art: Mosaic Collage Printing.</p>
<u>Music</u>	<u>Computing</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u></p> <p>Previous Charanga units covered in Y3. Musically, students are constantly touching upon all key musical elements and skills, building upon these as they progress through each lesson, unit and year. As well as this, there is also a Musical Spotlight to each unit.</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>Children should be able to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They have been able to create and debug simple programs. They will use logical reasoning to predict the behaviour of</p>	<p><u>Prior Learning/Knowledge:</u></p> <p>The structure of Jigsaw lessons helps to provide a safe learning environment where children can explore the knowledge and ideas they have through engaging activities and safe, respectful discussions.</p> <p><u>Focus:</u></p>

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Focus:

Blown Away Recorder Book 2 follows on from Book 1. It is for players who have already made a start on the descant and can play the first octave notes. New notes, including sharps, flats and the upper octave are introduced with a theme song. It provides sophisticated pieces to play and perform with the lively accompaniments as they learn.

Vocabulary:

Crotchet, Minim, Semibreve, Quaver, Staccato, Sharp, Natural, Flat, Beat, Beat rest, Bar, Time signature.

(Charanga)

Area 3: Developing Performance Awareness and Skills

Can I demonstrate an awareness of pulse/beat when listening, moving to and performing music?

Can I demonstrate an understanding of the importance of posture, diction and technique when performing?

When planning, rehearsing, introducing and performing the song:

Can I Understand and make connections between the music encountered and the Social Theme?

Can I understand and apply learning from the Musical Spotlight?

Celts and Romans Song pack:

1.Hadrian's Wall

2.Celtic Clothes and Appearance

simple programs. Children have used technology purposefully to create, organise, store, manipulate and retrieve digital content. They can recognise common uses of information technology beyond school. Children can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Focus:

There are strong links between Logo and Mathematics, and it might be beneficial to incorporate Maths angle and shape work into lessons whilst doing 2Logo work.

If children have not used floor turtles or the 2Go program lower down the school, then familiarity with these might be beneficial for some students.

This series of three lessons will provide the children with the knowledge and understanding to create simple and more complex animations using 2Animate on Purple Mash.

Vocabulary:

Debugging, Grid, Logo, Logo Commands, Multi Line Mode, Pen Down, Pen Up, Prediction, Procedure, Animation, Onion Skinning, Frames per Second, Pause, Frame, Stop Motion, Balanced view, Easter Eggs,

Jigsaw Piece...

Healthy Me:

Can I recognise how different friendship groups are formed? Can I take on group roles?

Can I understand the facts about smoking and its effects on health?

Can I understand the facts about drinking and its effects on health?

Can I recognise when people are putting me under pressure? Can I recognise right from wrong?

Relationships:

Can I recognise situations which cause jealousy? Can I identify someone I love and explain why they are special?

Can I recognise how friendships change and discuss someone I no longer see?

Can I understand boyfriend/girlfriend relationships?

Can I show love and appreciation to people who are special to me?

Changing me:

Can I understand some of my characteristics have come from my birth parents?

Can I understand the responsibilities of parents?

Can I understand how the circle of change works?

Can I accept changes which may be outside my control?

Can I identify what I'm looking forward to in my new class?

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<p>3.Roman Clothes and Appearance 4.Colosseum 5.Roman Dinner 6.Roman Calendar 7.Roman Gods 8.Queen Boudicca 9.The Roman Army 10. Pompeii</p> <p><u>Composer of the Month</u></p> <p>Giuseppe Verdi – Dies Irae and Tuba Mirum Richard Wagner – Ride of the Valkyries Vaughan Williams – The Lark Ascending BBC Ten Pieces.</p>	<p>Internet, Key words, Reliability, Results page, Search Engine.</p> <p>4.5 Logo: Can I input simple instructions into 2Logo? Can I use 2Logo to create letter shapes? Can I use the repeat command in 2Logo? Can I use and build procedures in 2logo?</p> <p>4.6 Animation: Can I animate an object? Can I use onion skinning in animation? Can I use stop motion animation?</p> <p>4.7 Effective searching: Can I locate information on the search results page? Can I use search effectively to find out information? Can I assess whether an information source is reliable?</p>	<p><u>Vocabulary:</u></p> <p>Friendships, Groups, Roles, Leader, Follower, Assertive, Agree/Disagree, Emotions, Healthy Relationships, Value, Smoking, Vaping, Pressure, Peers, Guilt, Advice, Alcohol, Lover Disease, Anxiety, Fear, Believe, Opinion, Right, Wrong, Relationships, Close, Jealousy, Emotions, Positive, Negative, Loss, Strategy, Disbelief, Shock, Numb, Anger, Denial, Guilt, Sadness, Pain, Despair, Happy, Hopelessness, Relief, Excited, Acceptance, Depression, Souvenir, Memorial, Loss, Memories, Special, Remember, Negotiate, Compromise, Trust, Loyalty, Anger, Betrayal, Empathy, Attraction, Boyfriend/Girlfriend, Personal, Change, Comfortable, Symbol, Care, Love, Unique, Circle, Characteristics, Parents, Gene, Feelings, Influence, Responsibilities, Carers, Control Mannerisms.</p>
<u>Religious Education</u>	<u>Physical Education</u>	<u>Meta-Cognition Session</u>
<p><u>Prior Learning/Knowledge:</u></p> <p>Children have looked in detail at Christian and Hindu faiths during the autumn and spring term.</p> <p><u>Focus:</u></p>	<p><u>Prior Learning/Knowledge:</u> Previous units covered in Year 3.</p> <p><u>Focus:</u></p> <p>Games – Tag Rugby. Athletics 1 – OAA.</p>	<p>WINK-What I Now Know about...</p> <p>Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.</p> <p>Process-plan, do, evaluate, rewrite, compose, imagine,</p>

LEYS FARM JUNIOR SCHOOL
Curriculum Overview
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Christianity and Hinduism

Consolidation of learning from autumn and spring terms.

Key Question: What are the main similarities and differences between Christianity and Hinduism?

Lincolnshire Syllabus

- Can I compare Christian and Hindu creation stories?
- Can I compare Christian and Hindu Gods?
- Can I compare Christian and Hindu messengers?
- Can I compare Christian and Hindu symbols?
- Can I compare the Christian and Hindu beliefs?
- Can I compare Christian and Hindu places of worship?
- Can I compare Christian and Hindu ceremonies?
- Can I compare Christian and Hindu artefacts?
- Can I compare Christian and Hindu pilgrimages?
- Can I compare Christian and Hindu prayer?
- Can I compare Christian and Hindu stories?
- Can I compare two religions?

Vocabulary:

Christmas, Incarnation, Easter, Resurrection, Salvation, Parable, Samaritans, God, Symbols, Creation, Evolution, Good news bible, Focus, Pastoral, Descendant, Vestment, Lectern, Communion, Eucharist, Protestant, Anglican, Diocese, Dharma, Reincarnation, Vedas, Pilgrimage, Sanskrit, Symbol, Ahimsa, Puja, Guru, Moksha, Mandir, Brahman, Aum, Karma, Samsara Hinduism, Hindu, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja.

Games – Striking and fielding.
 Athletics and Sports Day Prep.

Vocabulary:

Tag Rugby, Belts, Tags, Hoops, Power, Weight, Balance, Transfer, Beanbags, Aggression, Speed, Cones, Coordination, Cooperation, Teamwork, Reaction, Attention, Tennis, Rounders.

Invasion:

Tag Rugby:
 Can I throw and catch the ball?
 Can I move and dodge?
 Can I tag?
 Can I intercept?
 Can I attach and defend?

Athletics And OAA:

Can I explore running and jumping?
 Can I run and jump effectively?
 Can I run for an extended period of time?
 Can I explore starting positions?
 Can I throw for distance?
 Can I throw using different techniques?

Striking and fielding:

Can I throw accurately?
 Can I stop a ball and field?
 Can I hit a ball?

design, invent, create, propose, combine, develop, improve, construct.

Use knowledge and understanding:

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint presentation
- Create a ppt/digital presentation.

A Double Page Spread (A3) can be completed.

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