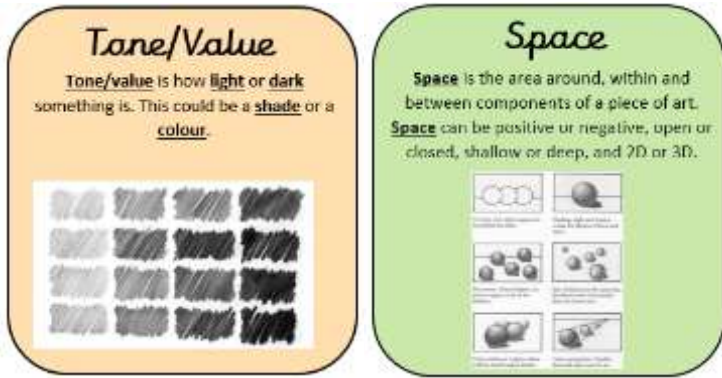


Art – Explorers (Year 4)

Key element(s)



Key concepts- What I will know by the end of the unit

- ♣ how to use a range of media (sketching pencils, watercolours, printing paint)
- ♣ how contemporary artists use space and tone in their work, considering how to use this in my own work.
- ♣ how to use foreground, middleground and background to create perspective.

Key artist(s)



Name: William Grill

Era: Contemporary

Nationality: English

Known for writing and illustrating books using a range of tones and perspectives.



Glossary of terms	Meaning
elements	The different visual parts of art
tone	How light or dark something is.
space	3D art, through sculpture or the illusion of 3D on a 2D surface
composition	The arrangement of elements to create a complete image.
landscape	The visible features of a land.
perspective	The way something is viewed.
foreground	Appears closest to the viewer.
middleground	Appears at a middle distance.
background	Appears furthest away from the viewer.
proportion	How something compares to things around.
scale	How big or small something is.

Ancient Art Before 800 BC Classified by Geography	Mesopotamian Egyptian African Asian Pre-Columbian
Art Periods 800 BC – 1900 AD Classified by Time Period	Greek / Roman 800 BC – 400 AD Religious Medieval 400 AD – 1350 AD Scientific Renaissance 1350 AD – 1600 AD Ornate Baroque 1600 AD – 1750 AD Logical Neoclassical 1750 AD – 1800 AD Passionate Romantic 1800 AD – 1850 AD Precise Realistic 1850 AD – 1900 AD
Art Movements 1900 AD – present Classified by Type	Eclectic Modern Art 1900 AD – 1960 AD Contemporary Art 1960 AD – present

Outcomes



Name of Unit - Computing – Year 4 – Scratch (Count-Controlled Loops)

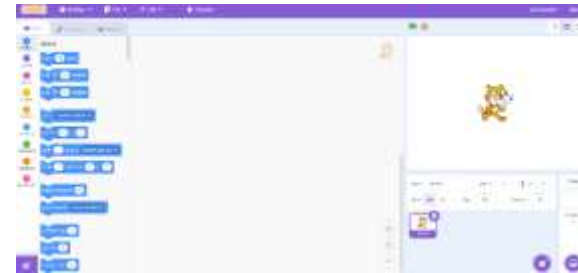
What I should already know

*I will have used programming language and explored Beebots in the infants.

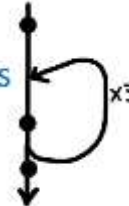
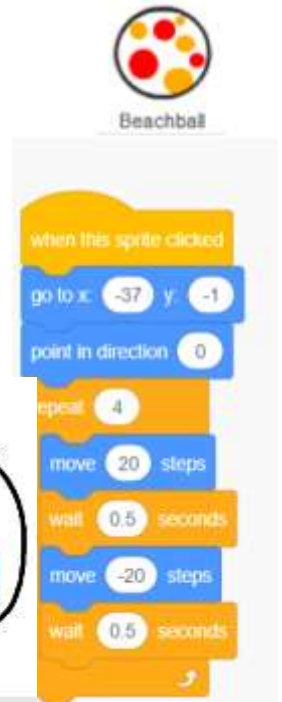
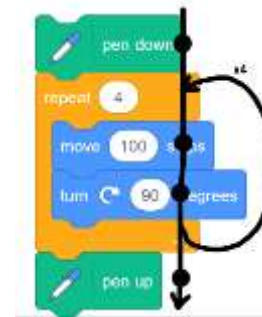
*In Year 3, I will have used Scratch. I will have experience creating sprites, writing simple algorithms using movement 'blocks' and created backgrounds.

Key concepts- What I will know by the end of the unit

- * To know that a loop is a set of instructions that are Repeated.
- * To understand that a count-controlled loop can replace a sequence where there is a pattern.
- * To write simple algorithms with count control loops, draw diagrams to show the control of flow and act out my algorithm.
- * To understand why co-ordinates are used to reference the position of the sprite.
- * To think about the function of 'wait' and 'next costume' when writing code.
- *To create own code for a sprite that uses a count-controlled loop.



Stand
do 3 times
wave
Sit

Glossary of terms	Or translation of key vocabulary and a picture
algorithm	A set of steps to complete a specific task
sequence	The order that commands are carried out by a computer
flow of control	A diagram used to show steps within an algorithm (a pathway)
sprite	A sprite is an image that can be programmed to move, respond to events, and interact with other sprites
code	A set of instructions written in coding language.
count-controlled loop	 Count-Controlled-Loop A loop (set to a specific count of how many) is a set of instructions that are repeated

Name of Unit: Design and Technology – Cooking and Nutrition – Vegetable Curry (Year 4)

What I should already know



Key concepts - What I will know by the end of the unit

- To understand that a healthy diet is made up from a variety and balance of different food and drink.
- To know that people need different amount of energy due to a variety of factors.
- To explain who Vikas Khanna is and the influences of his work within the food
- To name and use a range of cooking skills with increasing competence- grating, chopping, mixing, simmering.
- To evaluate the product half way through production and make suggestions of how to improve the final product.
- To know and use relevant sensory vocabulary appropriately.

Influential Focus Designer:

Vikas Khanna (Chef)



Khanna was featured in the top 10 Global Legendary Chefs who've revolutionized our eating habits.

Glossary of terms	Or translation of key vocabulary and a picture
food hygiene	The practice used to ensure cleanliness and preventing spread of germs before and during cooking.
appearance	How the food looks to the eye.
texture	How the product feels in the mouth.
aroma	How the product smells.
user	The person or group of people you intend to design and make your product for.
utensils	Household tools or equipment used for cooking.

Name of Unit: History: Why did the Mary Rose sink? (Year 4)

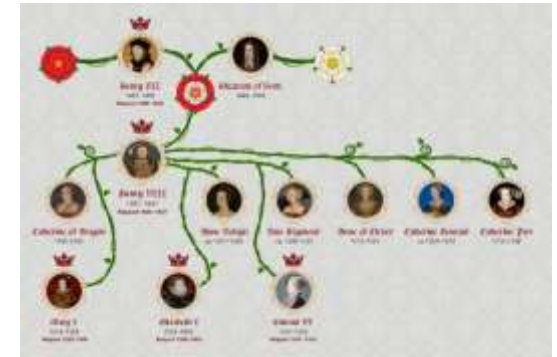
What I should already know

- An understanding of Monarchs and reign from the Anglo Saxons.



Key concepts- What I will know by the end of the unit

- Who the Tudors were and when they reigned.
- Who was the monarch at the time the Mary Rose sank?
- How the Mary Rose sank.
- Who was on the Mary Rose when it sank.



Glossary of terms	Or translation of key vocabulary and a picture
Fleet	A group war ships of under one command.
Dynasty	When one family rules country or region over a long period of time.
Navy	Part of a countries military force that is centred in the sea.
Reign	The rule of monarch.
Monarch	A King or Queen that leads a government.
Coast	The area where sea and land meet.





Name of Unit: All around Town (Year 4 Autumn)

What I should already know

- To greet people
- To introduce myself - name and age
- To discuss how I am feeling
- To count up to 31

Key concepts- What I will know by the end of the unit

- To find out where someone lives
- To describe where I live
- To count in 10 and up to 100
- To develop my ability to understand new words - How do you say? Or using a dictionary

Comment dit-on? How do we say?

un magasin (m)	une école (f)	une église (f)	un musée (m)
un café (m)	une piscine (f)	une gare (f)	une pâtisserie (f)
une boulangerie (f)	un supermarché (m)	un cinéma (m)	un parc (m)
un théâtre (m)	un marché (m)	une mosquée (f)	une rivière (f)

Où habites-tu?

Where do you live?

Quelle est ton adresse?

What is your address?

Qu'est-ce qu'il y a dans ta ville?

What is there in your town?

J'habite à Marseilles.

I live in Marseilles.

Mon adresse est 23 rue de la Ferme, à Nice.

My address is 23 Farm road, in Nice.

A Bordeaux, il y a une gare.

In Bordeaux, there is a station.

A Nice, il n'y a pas de musée.

In Nice, there is no museum.

un 1	quinze 15	soixante-dix 70
deux 2	seize 16	soixante-et-onze 71
trois 3	dix-sept 17	quatre-vingts 80
quatre 4	dix-huit 18	quatre-vingt-un 81
cinq 5	dix-neuf 19	quatre-vingt-dix 90
six 6	vingt 20	quatre-vingt-onze 91
sept 7	vingt-et-un 21	cent 100
huit 8	vingt-deux 22	plus +
neuf 9	trente 30	moins -
dix 10	trente-et-un 31	fois ×
onze 11	trente-deux 32	divisé par ÷
douze 12	quarante 40	zéro 0
treize 13	cinquante 50	
quatorze 14	soixante 60	

Name of Unit – Music – Singing (Year 4)

What I should already know

<i>Dynamics - How loud or quiet the music is.</i>	
<i>Pianissimo</i>	<i>Very quiet</i>
<i>Piano</i>	<i>Quiet</i>
<i>Mezzo Piano</i>	<i>Quite quiet</i>
<i>Mezzo Forte</i>	<i>Quite loud</i>
<i>Forte</i>	<i>Loud</i>
<i>Fortissimo</i>	<i>Very loud</i>
<i>Inter-related dimensions of music</i>	
<i>Rhythm</i>	<i>The combination of long and short notes to create a pattern.</i>
<i>Pitch</i>	<i>How high or low a note is.</i>
<i>Dynamics</i>	<i>How loud or quiet music is.</i>
<i>Extra Vocabulary</i>	
<i>Call and response</i>	<i>The caller sings a tune and the ensemble responds, usually with a different rhythm.</i>
<i>Sustain</i>	<i>To hold a note for a long time.</i>
<i>Diaphragm</i>	<i>A muscle that helps you to breathe.</i>
<i>Exhale</i>	<i>To breathe out.</i>
<i>Diction</i>	<i>How you pronounce (say) the words of a song.</i>
<i>Round</i>	<i>Where two or more people are singing a tune but the words and the starting point are different for each person.</i>
<i>Conductor</i>	<i>A person who directs a musical performance.</i>
<i>Projection</i>	<i>When the voice is used to sing powerfully and clearly.</i>

Key concepts- What I will know by the end of the unit

The importance of warm-ups exercises and how they improve our singing.

How to sight-read simple tunes and rhythms.

To sing in unison using the inter-related dimensions of music to add interest and feeling.

To sing in parts, following a conductor to support.

Glossary of terms	Or translation of key vocabulary and a picture
posture	How to hold your body
Aural skills	Listening skills
harmony	2 melodies sung at the same time which are pleasing to the ear.
round	Where 2 or more people are singing a melody but starting at different times.

Name of Unit – RE - Good and Evil (Year 4) – Autumn 1

What I should already know

Developed understanding of Enquiry cycle and what the different stages entail.

Beginning to learn about different Hindu and Christian festivals and ways of life including concepts of Devotion, communication, Emotions and Temptation.

Key concepts- What I will know by the end of the unit

I will be able to define the concept of Good and Evil.

I will know how good and evil is shown in the Ramayana story.

I will know how and why Hindus celebrate Diwali.

I will be able to describe ways in which Hindus remember good and evil in the story of celebrations of Diwali.

Glossary of terms	Or translation of key vocabulary and a picture
 Diva Lamps	A small oil lamp, traditionally made of clay, that is lit during the Indian festival of Diwali. Diva lamps are used to symbolize the triumph of light over darkness and good over evil.
 Rama	In the Hindu religion, Rama is the god of virtue and the embodiment of Lord Vishnu. Rama and Sita triumph over evil in the form of the demon king, Ravana.
 Sita	Rama's wife who is the embodiment of the goddess Lakshmi.
Good	Morally excellent, honourable, righteous or a kind and caring person.
Evil	Something which is morally bad or wicked. The opposite of good.
 Ravana	Ravana was the mighty king of the kingdom of Lanka. He kidnaps Sita from the forest and is later killed by Rama.

Name of Unit – Science States of Matter – (Year 4)

Key concepts- What I will know by the end of the unit

There are three states of matter.

Solid	Liquid	Gas
		
Particles in a solid are close together and cannot move. They can only vibrate.	Particles in a liquid are close together but can move around each other easily.	Particles in a gas are spread out and can move around very quickly in all directions.

When water and other **liquids** reach a certain temperature, they change state into a **solid** or a **gas**. The temperatures that these changes happen at are called the boiling, **melting** or **freezing** point.



If a **solid** is heated to its **melting** point, it **melts** and changes to a **liquid**. This is because the particles start to move faster and faster until they are able to move over and around each other.



When **freezing** occurs, the particles in the **liquid** begin to slow down as they get colder and colder. They can then only move gently on the spot, giving them a **solid** structure.

Evaporation



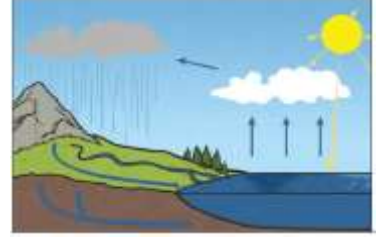
Evaporation occurs when water turns into **water vapour**. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle **evaporating** in the warm air.

Condensation



Condensation is when **water vapour** is cooled down and turns into water. You can see this when droplets of water form on a window. The **water vapour** in the air cools when it touches the cold surface.

Condensation and evaporation occur within the water cycle.



1. Water from lakes, puddles, rivers and seas is **evaporated** by the sun's heat, turning it into **water vapour**.
2. This **water vapour** rises, then cools down to form water droplets in clouds (**condensation**).
3. When the droplets get too heavy, they fall back to the earth as rain, sleet, hail or snow (**precipitation**).

Glossary of terms	Or translation of key vocabulary and a picture
solids	These are materials that keep their shape unless a force is applied to them. Solids take up the same amount of space no matter what happened to them.
liquids	Liquids take the shape of their container. They change shape but do not change the amount of space they take up.
gases	Gases can spread out to completely fill a container or room they are in. they do not have a fixed shape.
states of matter	Materials can be one of three states - solids, liquids or gases
melt	This is when a solids changes to a liquid
freeze	Liquid turns to a solid during the freezing process
evaporate	Turn a liquid to a gas
condense	Turn a gas into a liquid