HOOK JUNIOR SCHOOL

Name of Unit – Computing – Branching Databases

What I should already know:

I may have used classification trees in Science to sort data.

Key concepts- What I will know by the end of the unit
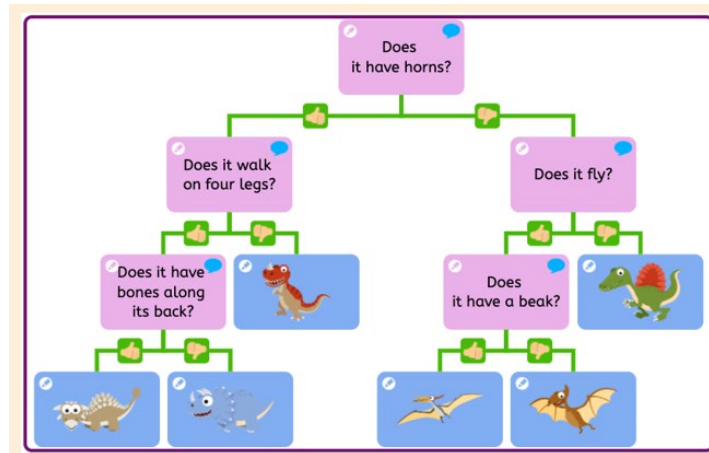
To use a form to record information

To compare paper and computer-based databases

To outline how you can answer questions by grouping and then sorting data

To explain that tools can be used to select specific data

To explain that computer programs can be used to compare data visually

To use a real-world database to answer questions

Databases

When a large amount of data is collected and stored in a logical way it is called a database.

Databases allow information to be searched and sorted easily and quickly.

Some examples of databases include:

- a contact list in a mobile phone;
- an online shopping website;
- a government census;
- a website for booking holidays.

Branching Databases

A branching database can be used classify groups of objects.

Branching databases look like upside-down trees. They are sometimes called binary trees or decision trees.

Branching databases use yes/no questions to sort objects.

The yes answer is always on the left-hand side and the no answer is always on the right hand-side.

Where possible, the objects in a branching database should be split into groups of equal sizes.

Glossary of terms	Or translation of key vocabulary and a picture
branching database	A way of classifying groups of objects.
data	A collection of information
database	A logical and organised collection of data or information.
search	To look through data to find a specific answer.
sort	To put data in order

HOOK JUNIOR SCHOOL

Art – Vikings (Year 4)

Key element(s)

Line

A **line** is a path left by a moving point (e.g. by a pencil). A **line** can take many **forms** (e.g. horizontal, curved). A **line** can show contours, movement and feeling.

Texture

Texture is the surface quality of something, the way something feels or looks like it feels.
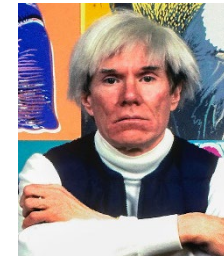
Actual texture really exists and can be touched. **Visual texture** is made using marks to look like actual texture.
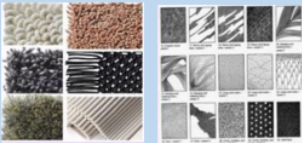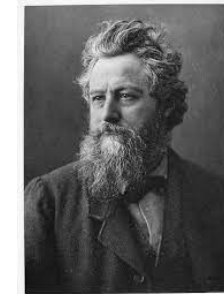
Key concepts- What I will know by the end of the unit

♣ how to create a repeating pattern by considering line when printmaking

♣ how other artists use line, pattern and texture to create prints

♣ how to use line to print and create texture

Key artist(s)

Name: Andy Warhol

Era: Modern (1928 – 1987)

Nationality: American

Known for his repetitive designs in the Pop Art movement

Name: William Morris

Era: Traditional Art Nouveau (1834-1896)

Nationality: English

Known for his decorative designs on wallpaper/textile

Outcomes

Glossary of terms	Meaning
elements	The different visual parts of art
line	A path left by a moving point
pattern	A design in which lines, shapes, forms or colours are repeated
texture	The surface quality of something
printmaking	Transferring an image from a printing block to a different surface
polystyrene	A mouldable, temperate-resistant plastic
etch/engrave	To cut lines into a smooth surface
transfer	Printing a design onto a material
surface	The outside of something
scrunch	To squeeze tightly together

| Ancient Art	
Ancient Art Before 800 BC Classified by Geography	Mesopotamian Egyptian African Asian Pre-Columbian
Art Periods 800 BC – 1900AD 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

Name of Unit: Design and Technology – Electrical control - Simple Circuits and Switches (Year 4)

What I should already know

- Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers.
- Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.
- Join two fabrics together using a simple running stitch.

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

- To identify a design criteria and target user.
- To make a simple working circuit from a range of components.
- To know how to find a fault in a circuit and correct it.
- To know that some materials can conduct and insulate electricity.
- To evaluate a range of electrical items and materials related to the outcome.

Wire

Cell in holder

Bulb in holder

Running stitch

1 2 3 4
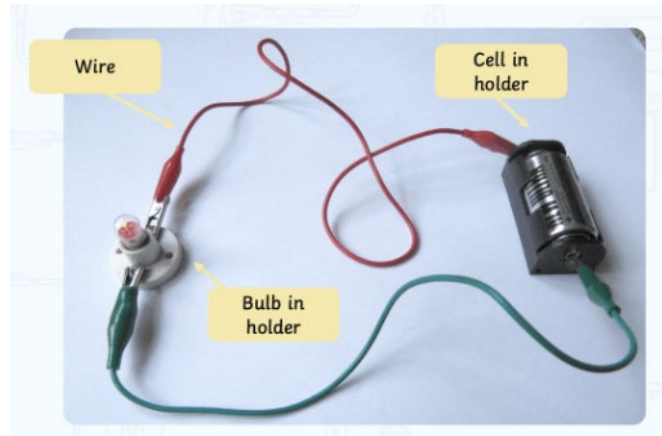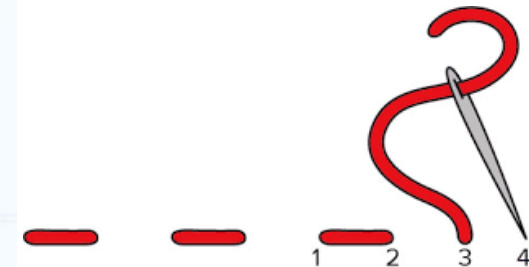
Glossary of terms	Or translation of key vocabulary and a picture
E-textile	Electronic textiles or e-textiles are fabrics that enable electronic components such as batteries, lights and switches to be put in them.
insulator	An insulator is a material which does not easily allow electricity to pass through it.
conduct	An electrical conductor is a material that allows electricity to pass through it easily.
conductive thread	A type of thread that allows electricity to pass through it.
circuit	A circuit is a complete path around which electricity can flow.

# HOOK JUNIOR SCHOOL

Geography – Beaches (Year 4)

What I should already know

- What sustainability is and how humans can impact the physical world
- What the water cycle is
- What countries make up the UK and what seas surround it
- How to collect and present data in Geography
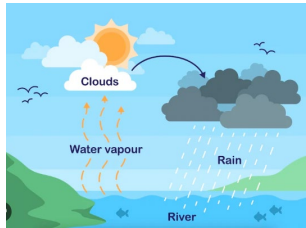
Key concepts- What I will know by the end of the unit

- What is the climate of the UK like and how does its location affect this
- There are different types of beaches in the UK
- What human and physical features would we find on or near beaches
- What erosion is and how it changes beaches over time
- That beaches and the sea are good resources for renewable energy
- Know how humans are protecting beaches
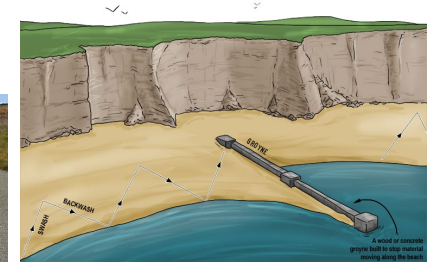
Glossary of terms

beach	A strip of land alongside a sea or ocean
headland	A piece of land which juts our into the sea
shingle	Small pieces of rock, found by the sea
erosion	Natural features being gradually worn down by water or weather
transportation	The movement of sand or rocks by the sea
deposition	The laying down of sand or rocks by the sea

History – Vikings (Year 4)

What I should already know	**Key concepts- What I will know by the end of the unit**
Anglo-Saxon settlement of Britain (Y4).	- Knowledge of who Vikings were - Where they came from - How they travelled. - To understand the reasons for Vikings invaded Britain. - Understand that Vikings were not just raiders, they had other trading vessels also.

Conquest – The Vikings were always wanting to conquer new lands.

Settlement – The Vikings wanted a new place to live and settle.

Technology – The Vikings had more advanced technology like their ships.

Key
Viking homelands
Viking settlements
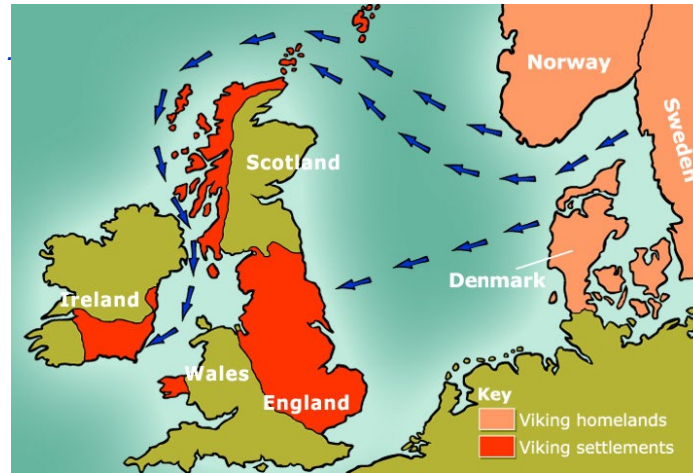
Glossary of terms	Or translation of key vocabulary and a picture
danegeld	A tax paid to Vikings to stop them from raiding your land.
reliability	How trusted something should be.
perspective	A way of thinking about and understanding something.
Danes	A person born or living in Denmark.

Name of Unit: Our school (Year 4 Summer)

What I should already know

- To name different transport

- To use the verb "aller" (to go) in a simple sentence

- To ask how someone goes to school

- To give and respond to simple direction instructions to places in town

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

- To name places and objects around the school

- To ask and answer where objects are around the school

- To name subjects learnt at school

- To ask and give your opinions on subjects

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

Dans ma trousse, il y a........

Où est......? Où sont.....?

le couloir

la salle de classe

le bureau

la salle des professeurs

la bibliothèque

le bureau

la cantine

la salle de musique

la grande salle

le terrain de jeu

la salle d'informatique

le bureau du directeur/de la directrice

★★★★ J'adore
★★★ J'aime beaucoup
★★ J'aime
★ J'aime un peu
★ Je n'aime pas
★ Je déteste

Où suis-je?

Je suis dans....

Les Matières

l'anglais   le français

les maths

la géographie   le dessin

l'histoire

l'informatique   les sciences

le sport   l'éducation religieuse   la musique

des ciseaux   une gomme   un crayon   un stylo

un crayon de couleur

un taille-crayon   une règle   un feutre

Articles of nouns				
	masculine singular	feminine singular	masculine/feminine + vowel/h singular	plural
definite: the	le	la	l'	les
indefinite: a/an /one	un	une	un or une	des

HOOK JUNIOR SCHOOL

Music: Year 4 composition

What I should already know

	Note Lengths		
Name	Length	Note symbol	Bug symbol
semibreve	4 beats		
minim	2 beats		
crotchet	1 beat		
quaver	½ beat		
semi-quaver	¼ beat		

B C D E F G A B C D E F

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

- To identify how certain musical elements are used to create multiple images in the listeners mind.
- How to use appropriate instruments to create a soundscape.
- How to create a 'leitmotif' for a character.
- How to read formal notation to play a simple melody.
- How to adapt a melody to create something new.
- How to end a piece of music using a coda.
- How to play a simple harmony.

	Note Lengths		
Name	Length	Note symbol	Rest symbol
Semi-brave	4 beats		
minim	2 beats		
crotchet	1 beat		
quaver	½ beat		

-

Glossary of terms	Or translation of key vocabulary and a picture
bar	A small section of music that is used to help follow the music.
coda	The ending of a piece of music.
drone	One long continuous sound.
leitmotif	A short fragment of music used the describe a character, place, emotion etc.
ostinato	A repeating rhythm.

HOOK JUNIOR SCHOOL

Name of Unit - Inclusion, Social Skills and Play

What I should already know

How they are similar and different to each other.

What are stereotypes and how do they challenge them?

What characteristics do effective friendships have?

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

What does the word equality mean? How does school promote equality? Do they think there is equality across the world?

The children ill develop their learning from year 3 about how they can challenge stereotypes.

Children will learn about emotions and how there can be different intensities of these

Children will evaluate their own emotions during group games including how they feel when they win/ loose games.

Glossary of terms	Or translation of key vocabulary and a picture
equality	the state of being equal, especially in status, rights, or opportunities
emotions	a feeling such as happiness, love, fear or anger, which can be caused by the situation that you are in or the people you are with
intensities	the strength of emotion or opinion
stereotypes	a widely held oversimplified image or idea of a particular type of person or thing. example- boys like football
British Values	democracy, rule of law, respect, tolerance and individual liberty.

HOOK JUNIOR SCHOOL

Name of Unit – RE – God Talk (Christianity and Hinduism) – Year 4

What I should already know

Children will have developed an understanding of the enquiry cycle and what the different stages entail.

I am developing my knowledge of Christianity and Hindu beliefs.

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

- To be able to identify, recognise and name different Gods from different religions.
- To understand the concept of God in Christianity and Hinduism.
- To evaluate by describing the value of the concept of God.
- To describe how responses to the concept of God can be applied to, and affected by, different circumstances.

Glossary of terms	Or translation of key vocabulary and a picture
God	the creator and ruler of the universe and source of all moral authority; the supreme being.
Trimurti	the triad of the three chief gods of later Hinduism, consisting of Brahma the Creator, Vishnu the Sustainer, and Shiva the Destroyer.
Hinduism	a major religious and cultural tradition of South Asia, which developed from Vedic religion.
Christianity	the religion based on the person and teachings of Jesus Christ, or its beliefs and practices
Deity	a god or goddess (in a polytheistic religion).