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Description automatically generated**Newquay Junior Academy - Autumn Sequence - Year 4**

**‘WONDER WORLD’**

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| **SCIENCE**  **Prior knowledge...** Animals, including humans, do not produce their own food. The importance of a balanced and nutritious diet. That humans and some other animals have skeletons and muscles for support, protection, and movement. |  | **COMPUTING – FIRST HALF TERM**  **Prior knowledge…** Learners develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They also compare digital and non-digital devices. Following this, learners are introduced to computer networks, including devices that make up a network’s infrastructure, such as wireless access points and switches. The unit concludes with learners discovering the benefits of connecting devices in a network. |  | **COMPUTING – SECOND HALF TERM**  **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. Learners also apply stages of program design through this unit. |  |
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| **INTENT**  Pupils will understand the structure of a food chain and the impact it has within a habitat. Pupils will understand the structure of the human digestive system. |  | **INTENT**  Pupils will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They learn that the World Wide Web is part of the internet and are given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. |  | **INTENT**  Pupils will look at repetition and loops within programming. They use Logo, a text-based programming language. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Herbivore, Carnivore, Digestive system, tongue, mouth, teeth, oesophagus, stomach, small intestine, large intestine, liver, tooth, canine, incisor, molar, premolar, producer, consumer.  Environmental change affects different habitats differently.  Different food chains occur in different habitats.  Different teeth do different jobs.  Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood and are transported around the body. |  | **VOCABULARY/STICKY KNOWLEDGE**  World wide web, internet, content, honest, accurate, reliable, false information |  | **VOCABULARY/STICKY KNOWLEDGE**  Logo, repetition, loops, planning, modifying, testing commands, text-based programming. |  |
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| **SEQUENCE OF LESSONS:**  WOW: Animal encounter visit from Mark’s Ark.  Quizziz assessment  HOW:   1. To draw and read a simple food chain. 2. To talk about the characteristics of a habitat and I can identify that most living things live in habitats to which they are suited. 3. To describe the role of producers, predators, and prey in the food chain in specific habitats. 4. To classify animals based on their characteristics 5. To identify the different types of teeth in humans and their simple functions. 6. To describe the simple functions of the basic parts of the digestive system in humans.   NOW: Scientist study - Joseph Lister, Cindy Looy, Jaques Cousteau. Visit to Newquay Zoo.  Quizziz assessment: |  | **SEQUENCE OF LESSONS:**  1. To describe how networks physically connect to other networks  2. To recognise how networked devices make up the internet  3. To outline how websites can be shared via the World Wide Web (WWW)  4. To describe how content can be added and accessed on the World Wide Web (WWW  5. To recognise how the content of the WWW is created by people  6. To evaluate the consequences of unreliable content |  | **SEQUENCE OF LESSONS:**  1. To identify that accuracy in programming is important  2. To create a program in a text-based language  3. To explain what ‘repeat’ means  4. To modify a count-controlled loop to produce a given outcome  5. To decompose a task into small steps  6. To create a program that uses count-controlled loops to produce a given outcome |  |
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| **OUTCOME/COMPOSITE**  Pupils will have created their own food chains linked to a specific habitat and be able to explain how it works. Pupils will have created their own practical digestive systems. |  | **OUTCOME/COMPOSITE**  Pupils will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. |  | **OUTCOME/COMPOSITE**  Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. |  |

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge...** This term of RE will introduce Curriculum Kernewek and draw on the children’s understanding of Christianity from KS1 and Y3. |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge…** This term of RE will introduce Curriculum Kernewek and draw on the children’s understanding of Christianity from KS1 and Y3. |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge…** Participate in a teacher led warm-up and explain why we do a warm-up at the beginning of lessons. Developed quality of movement skills and develop skills to work effectively in small group. |  |
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| **INTENT**  Pupils will be able to answer the following key question:  *What kind of world did Jesus want?* |  | **INTENT**  Pupils will be able to answer the following key question:  *How and why do people in Cornwall mark significant events in community life?* |  | **INTENT**  In MULTI-SKILLS, pupils will continue to develop fundamental skills and movements and be able to perform them with increased fluency in small game situations. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Gospel, disciples, sacrifice, parable, harvest, leprosy |  | **VOCABULARY/STICKY KNOWLEDGE**   Kernewek, festival, sacred, Celtic |  | **VOCABULARY/STICKY KNOWLEDGE**  Warm-Up. Agility. Power. Apparatus. Pulse. SAQ (Speed, Agility, Quickness). Safety. Heart Rate |  |
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| **SEQUENCE OF LESSONS:**   1. To consider why the harvest is celebrated by Christianity and other religions and cultures worldwide. 2. To explore how Christians express gratitude during Harvest Festival celebrations. 3. To consider why Jesus asked his disciples to become ‘fishers of people’. 4. To explore the meanings of the parable the Good Samaritan. 5. To use role play to explore a harvest parable. |  | **SEQUENCE OF LESSONS:**   1. To identify festivals that are unique to Cornwall and explain how they started. 2. To understand and explain that there are special times in the Cornish year often based on the need for survival. 3. To explore the question ‘what is a festival’? Explain that festivals all involve celebration. 4. To look at the history of Celtic Christianity and explain that the Celtic Church is best captured in the stories of the Cornish Saints. 5. To identify and locate the significant sacred places in Cornwall. |  | **SEQUENCE OF LESSONS:**  1. To acquire skills to perform agility movement patterns and know what agility is.  2. To know how to measure your HR and see how it reacts to different types of exercise.  3. Understand how to generate more power when throwing.  4. To be able to pass and receive (a short distance) with control.  5. To discover different and creative ways of travelling. |  |
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| **OUTCOME/COMPOSITE**  Pupils will reflect on what on the key question ‘What kind of world did Jesus want?’ by discussing the meaning of the parable the Good Samaritan and how this links to food donations for the harvest. Pupils will perform in a play called ‘Sealed with a Sandal’ and sing the Harvest Samba. Year 4 **Harvest** assembly. |  | **OUTCOME/COMPOSITE**  Pupils will reflect on their own ideas about the importance of belonging, community events and activities in their own lives and the lives of others. |  | **OUTCOME/COMPOSITE**  Pupils will understand why their HR increases when they exercise. Pupils will be able to measure their HR by locating and counting their pulse rate. Fundamental movement skills will become more autonomous. |  |

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| **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge…** Participate in a teacher led warm-up and explain why we do a warm-up at the beginning of lessons. Developed quality of movement skills and develop skills to work effectively in small group. |  | **PSHE – FIRST HALF TERM**  **Prior knowledge…**   * Recognise their worth * Can identify positive things about themselves and their achievements. |  | **PSHE – SECOND HALF TERM**  **Prior knowledge…** know about families, that they are all different and that sometimes they fall out with each other |  |
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| **INTENT**  In INVASION GAMES, pupils will refine and develop the fundamental skills to play invasion games that will provide the foundations for playing team sports in the future. They will understand the concept of ‘attack’ and ‘defence’ and be able to work in a team to achieve their outcomes. |  | **INTENT**  Pupils will… talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. |  | **INTENT**  Pupils will • Know that sometimes people make assumptions about a person because of the way they look or act  • Know there are influences that can affect how we judge a person or situation. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Invasion game, Underarm throw, Catch, Teamwork, Co-operation, Resilience, Rules, Fair Play, Sportsmanship |  | **VOCABULARY/STICKY KNOWLEDGE**   Included, Excluded, Welcome, Valued, Team, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Decisions, Voting, Authority.  • Know that the school has a shared set of values  • Know why rules are needed and how these relate to consequences. |  | **VOCABULARY/STICKY KNOWLEDGE**  Character, Assumption, Judgement, Surprised, Different, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.  · Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying |  |
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| **SEQUENCE OF LESSONS**  1.To understand what an ‘invasion game’ is.  2. To understand what an ‘invasion game’ is.  3.To understand what an ‘invasion game’ is.  4. To apply movement skills to move into space effectively.  5.To understand how to communicate and co-operate as a team.  6. To apply movement skills and develop quick reactions. |  | **SEQUENCE OF LESSONS:**  1. To discuss strategies to develop a class team.  2. To discuss becoming a school citizen  3. To discuss rights, responsibilities and democracy  4. To discuss rewards and consequences  5.To discuss and develop our class ’Learning Charter’ |  | **SEQUENCE OF LESSONS:**  1. To understand why we shouldn’t judge people by appearances  2. To develop an understanding of different influences we encounter.  3. To develop an understanding of what bullying is  4. To consider problem-solving strategies.  5. To consider what makes me ‘Special Me ‘ |  |
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| **OUTCOME/COMPOSITE**  Pupils will understand what an invasion game is. They will be able to work together in a team and play an invasion game in line with the rules. They will have a developing understanding of ‘space’. They will understand what a strategy is and why they're important. |  | **OUTCOME/COMPOSITE**   Pupils will know their attitudes and actions make a difference to the class team |  | **OUTCOME/COMPOSITE**  Pupils will talk about judging people by their appearance, first impressions and what influences their thinking on what is normal; Talk about bullying, including online bullying. |  |

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| **DESIGN TECHNOLOGY**  **Prior knowledge…**   * I associate a structure with a building. * Papier-mâché is good for forming shapes and structures. * I can measure, cut and attach materials with some accuracy. * Materials can be fixed to each other in different ways and can be temporary or permanent. * I can follow a set of instructions from start-to-finish * Decoration improves a products finish. |  | **MUSIC**  **Prior knowledge…**   * Chords are when more than one note is played at the same time. * Ensemble is a French word used to describe playing/singing/performing together. * A melody is a sequence of single notes that is musically satisfying, a tune. * Improvisation is to make up a sequence or tune and play it on the spot. |  | **GEOGRAPHY**  **Prior knowledge…**  Identify maps (atlases, digital mapping) and understand that they have different scales, keys, symbols and coordinates. Be aware that the Earth is split into continents and name some of the countries in each (especially Europe).  Know what is global warming and their role in reducing its effects.  Prior skills - use simple scale maps with symbols and keys. Use North – South – West – East. Use letter and number coordinates and basic topography. |  |
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| **INTENT**  Pupils will design and make an erupting volcano.  **Purpose:** design the most realistic volcano which replicates its looks and behaviours (eruption). |  | **INTENT**  Pupils will learn some of the vocabulary and sounds for dynamics. They will use this knowledge to enhance a composition which they will perform. |  | **INTENT**  Pupils will learn Earth has an equator, tropics and layers. Why volcanoes are formed, parts of a volcano, shapes and sizes of volcanoes, location and activity level. They will also ID/classify volcanoes around the world using coordinates.  Pupils will learn how to ID and explain human/physical features. Understand why we form settlements and their environmental impact. Relate maps to aerial pictures. Describe location and create own maps with symbols/keys. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Shield volcanoes, composite volcanoes, cinder cones, lava domes  Structure, strength, support, weight, stable, base, stability, annotations, development, fixing, fastening, temporary, permanent, papier-mâché, corrugated |  | **VOCABULARY/STICKY KNOWLEDGE**  Dynamics, mezzo forte (mf), forte (f), fortissimo (ff), mezzo piano (mp), piano (p) , pianissimo (pp), composition.  A composition is making up your own music.  People who write music are called composers |  | **VOCABULARY/STICKY KNOWLEDGE**  Name different parts of volcanoes, classify them by shape and activity level.  Understand why humans form settlements and their environmental impact.  Skills—N-S-E-W, create symbols/keys, 4 figure grids referencing to locate world’s volcanoes.  human/physical, cone, shield, composite, dome, active, dormant, extinct, settlement. |  |
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| **SEQUENCE OF LESSONS:**   1. To research the different shapes of volcanos (shield volcanoes, composite volcanoes, cinder cones, lava domes). Children decide upon a volcano type and study it’s specific features. This will form their specification. 2. To develop the most accurate volcano following their chosen type/ shape. Homework is encouraged to aid this process, as further research may be required. 3. To generate and develop an idea through discussion and annotated sketches. The design must meet their specification and replicate the looks and behaviours of their chosen volcano type. 4. To make: Children construct their volcano by following the basic structure and papier-mâché process outlined in the making plan (refer to knowledge organiser). Children must keep referring to their own design and specification and adjust their volcano’s structure and shape accordingly. 5. To test and evaluate: Children evaluate their volcano against their volcano type and design. Peers assess whether they can accurately identify which volcano types their peers chose. Once the volcanoes aesthetics and features have been evaluated, they test how realistically their volcano behaviours when erupting. Children assemble the eruption ingredients (refer to knowledge organiser) and test how accurately their volcano erupts. According to its type. |  | **SEQUENCE OF LESSONS:**   1. To listen to and respond to music 2. To explore how music, like pictures, can describe images /moods/movements. 3. To compose music that responds to movement 4. To be able to use percussion to create a storm composition. 5. To be able to compose a piece of music to portray a natural disaster. 6. To be able to perform a composed piece of music to portray a natural disaster. |  | **SEQUENCE OF LESSONS:**  1. To know that the Earth has different layers and the top layer is split into tectonic plates. Volcanic activity mainly occurs where these plates collide.  Make salt dough Earth.  2. Study the parts of a volcano and label these on a diagram.  3. Classify volcanoes according to shape and activity level. Use map skills to locate volcanoes around the world and learn which are the most active.  Describe location/give directions using North—South—East—West. Add 4-digit references, keys and symbols to a map.  4. To recap what is meant by human and physical features and ID some from maps/photos.  5. To learn why humans form settlements and their environmental impact.  6. To contrast settlements (town versus city) and transfer features from aerial photographs to maps using google earth. |  |
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| **OUTCOME/COMPOSITE**  Children will make an accurate model of their chosen volcano type trying to capture its key features and behaviours. Children will carry out appropriate tests to measure success. |  | **OUTCOME/COMPOSITE**  Pupils will use knowledge of instrument sounds and dynamics to compose and perform a piece of music to portray a natural disaster. |  | **OUTCOME/COMPOSITE**  Pupils create a salt dough model of the Earth showing the different layers.  Pupils locate and label the world’s volcanoes on a map and create a grid for 4 figure referencing, symbols and a key.  DT/Art link – pupils build own volcano from papier mâché. |  |

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| **HISTORY**  **Prior knowledge…** Children will have learned about the Celts | |  | **SPANISH**  **Prior knowledge…** Remember and use simple nouns, adjectives, and verbs with simple conversations from the Year 3 section from the Spanish VLE |  | **ART**  **Prior knowledge…** Children know that • Artists can create images of the same thing in different ways and people have their own opinions about the art. • Colours can be bright / intense or pale / shaded |  |
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| **INTENT**  Pupils will be able to understand the influences the Romans had on our lives today. | |  | **INTENT**  Pupils will be able to count from 1 – 20; read, recall days of the week and months of the year, understand, and say classroom objects and classroom instructions.  Listen and respond to a sequence of commands; read and write places in a town and ask where something is and appropriately respond. |  | **INTENT**  Pupils to compare the artwork of Henri Rousseau (from past, untrained) and John Dyer (local, current, trained). They will explore their techniques and use of colour and design and create their own painting of a dangerous creature in the style of their chosen artist. Then they will exhibit online. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Aqueduct, baths, Colchester, Colosseum, Empire, Hadrian’s Wall, gladiator, roads, toga | |  | **VOCABULARY/STICKY KNOWLEDGE**  Hola a todos, Vamos a contra  Como te llamas? Me llamo  Donde vives? Vivo en  Cuatos anos tienes? Tengo … anos  Y tu? Puedes enconctrar…?  Mira el mapa. Donde esta …? |  | **VOCABULARY/STICKY KNOWLEDGE**  Naïve, contemporary, montage, media, mood-board, intensity, mark-making  Henri Rousseau (1844-1910) was self-taught and painted in a 'naive' style.  John Dyer is a local, trained artist who paints in a colourful style with nature as his theme. |  |
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| **SEQUENCE OF LESSONS:**   1. To understand the terms ‘invade’ and ‘settle’ and to place the Romans on a timeline. 2. To find out why and how the Romans successfully invaded Britain. 3. To find out about life in Roman Britain. 4. To know how the Romans have influenced our lives today. | |  | **SEQUENCE OF LESSONS:**   1. To ask and answer several questions about myself 2. To recall numbers to 10 and classroom instructions 3. To know the numbers to 20. 4. To remember days of the week and months of the year 5. To know names of rooms in a school 6. To say and write nouns of some classroom objects 7. To read and understand useful commands and instructions 8. To say, understand and write some useful commands 9. To say and recognise places in a town 10. To give simple instructions and say, ‘Where is…?’ |  | **SEQUENCE OF LESSONS:**   1. To learn about the artist Henri Rousseau and explore his style. 2. To experiment with different media through mark making and colour matching. Experiments to be done in sketchbook. 3. To explore the work of a local / international contemporary artist and compare and contrast his styles with Rousseau. 4. To use the work of 2 artists and their experience working with different media to inform a planned design to create a piece of artwork depicting a deadly creature. 5. To use planned ideas and techniques to produce their own picture in chosen media. 6. To finish picture, publish to website and evaluate their complete artwork. https://www.lastchancetopaint.com |  |
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| **OUTCOME/COMPOSITE**  Pupils will write a letter to Emperor Honorius explain which Roman inventions the are grateful for and how these ideas have been developed further. | |  | **OUTCOME/COMPOSITE**  Pupils will be able to give directions to instruct a partner around a course. |  | **OUTCOME/COMPOSITE**  Pupils will produce their own picture of a dangerous creature in its environment using their chosen media. The inspiration of the studied artist(s) should be seen in the artwork. All pieces will be exhibited online. |  |
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