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**Newquay Junior Academy – Summer Sequence - Year 4**

**‘Questions and Quests’**

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| **SCIENCE**  **Prior knowledge...**  States of matter  Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials.  Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.  . |  |  |  | **DESIGN TECHNOLOGY**  **FIRST HALF TERM**  **Prior knowledge...**  **Pupils can:**  **Explain that fruits and vegetables grow in different countries based on their climates.**  **Understand that ‘seasonal’ fruits and vegetables are those that grow in a given season and taste best then.**  **Know that eating seasonal fruit and vegetables has a positive effect on the environment.**  **Design their own tart recipe using seasonal ingredients.**  **Understand the basic rules of food hygiene and safety.**  **Follow the instructions within a recipe.** |  |
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| **INTENT**  States of matter  Pupils will understand the molecular structure of the three states of matter (solid, liquid and gas). They will practically investigate the processes involved to change these states. Pupils will be able to use scientific vocabulary to explain how the water cycle works. |  |  |  | **INTENT**  **Food: Adapting a recipe - Sushi**  **Pupils will explore the different categories of sushi and its historical roots. Pupils will design and make their own sushi.** |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  **States of matter - Solid, liquid, gas, particles, state, materials, properties, matter, melt, freeze, water, ice, temperature, process, condensation, evaporation, water vapour, energy, precipitation, collection.**  **Solids, liquids and gases have different properties.**  **Materials can be divided into solids, liquids and gases.**  **Heating causes solids to melt into liquids and liquids evaporate into gases.**  **Cooling causes gases to condense into liquids and liquids to freeze into solids.**  **The temperature at which given substances change state are always the same.** |  |  |  | **VOCABULARY/STICKY KNOWLEDGE**  **Sushi, traditional, Japanese, vinegared rice, seasoned, seafood, raw, toppings, fillings** |  |
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| **SEQUENCE OF LESSONS:**  **States of matter**  1.  To explain the particle structure and properties of a solid, liquid and gas.  2. To practically investigate gas.  3. To explain how materials change state when they are heated or cooled.  4.  To practically explain the process of evaporation.  5.  To explain the process of the water cycle. |  |  |  | **SEQUENCE OF LESSONS:**  **Lesson 1: What is sushi?**  To learn the different categories of sushi and explore its historical roots.  **Lesson 2: Design**  To design sushi following a design brief  **Lesson 3: Making sushi**  To prepare a sushi recipe using traditional techniques  **Lesson 4: Evaluation**  To evaluate sushi against relevant criteria |  |
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| **OUTCOME/COMPOSITE**  States of matter  Pupils will practically investigate the different states of matter. By the end of the topic, they will make their own ‘Water cycle in a bag’ to be shared with parents/carers. |  |  |  | **OUTCOME/COMPOSITE**  **To make sushi using traditional techniques. To share their sushi meal. .** |  |

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| **HISTORY – First half term**  **Prior knowledge…** Children will have learnt about Persia and Greece.    **Ancient Greece** |  | **History – Second half term**  Prior knowledge…children will have learnt about Ancient Greece.    Alexander the Great |  | **MUSIC**  **YEAR 4 – Body and tuned percussion (Theme: Rainforests)**  **Prior knowledge...**   * A graphic score can show a picture of the structure of music. * A graphic score can show a picture of the layers, or ‘texture’, of a piece of music. * ‘Tintagel’ is an example of a ‘symphonic poem’ written by Arthur Bax in 1917. |  |
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| **INTENT**  Pupils will learn about the innovations of the Ancient Greeks, warring between different regions of Greece and the Ancient Greeks love of literature |  | **INTENT**  **Pupils will build on their understanding of the conflicts between Greece and Persia and learn about the rise of Alexander the Great and his conquests across Europe and Asia.** |  | **INTENT**  To identify the structure of a piece of music and use their knowledge of structure to compose their own piece of music. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Athenian democracy and empire, Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (revisits content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle  Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece? |  | **VOCABULARY/STICKY KNOWLEDGE**  Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt…. Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?  Disciplinary focus: causation How did Alexander the Great conquer so much land? |  | Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration, keyboard |  |
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| **SEQUENCE OF LESSONS:**   1. Athens tries something different. 2. The Peloponnesian War 3. The Parthenon. 4. Greek Literature. 5. The Odyssey. 6. The Greeks loved Philosophy. |  | **SEQUENCE OF LESSONS:**  1.Greece and Macedon  2. King Philips makes Macedon great.  3. Alexander: from boy to king  4. Alexander’s battles  5. Alexander conquers Persia  6. The wonderful library of Alexandria |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Pitter patter raindrops**  **To identify structure and texture in music.**    **Lesson 2: Rainforest body percussion**  **To use body percussion.**    **Lesson 3: The rhythm of the forest floor**  **To create musical rhythms using body percussion.**    **Lesson 4: The loopy rainforest**  **To create simple tunes.**    **Lesson 5: Sounds of the rainforest**  **To build and improve a composition.** |  |
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| **OUTCOME/COMPOSITE**  Art exhibition about the Parthenon/Greek architecture. |  | **OUTCOME/COMPOSITE**  **Inter class quiz (Teacher created)** |  | **OUTCOME/COMPOSITE**  Have a complete piece of music with four different layers with an appropriate structure and perform to another class in Y4 |  |

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| **GEOGRAPHY FIRST HALF**  **Volcanoes**  **Prior knowledge – Pupils will have learnt about agriculture, rivers and mountains.** |  | **Geography – Second half term**  **Climate and Biomes**  **Prior knowledge – Pupils will have learnt about settlements and rivers.** |  | **ART**  **Prior knowledge…** Collage is a skill when materials are layered to create the effect and design of the artwork.  Sketching and drawing can be achieved using a variety of media. Shading makes drawings look more 3d. |  |
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| **INTENT**  Disciplinary focus: interaction How do volcanoes affect a place? |  | **INTENT**  **Disciplinary focus: interaction**  **How does the climate affect the way people live?** |  | **INTENT**  Pupils will revise the proportions used in a human portrait, and investigate the styles of a range of artists: Henry Moore, Rembrandt, Quentin Blake and Julian Opie. They will create and compare different style of portraits, including collage. They will investigate the use of line and tone. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)    Geographical skills: Using diagrams, describing distribution |  | **VOCABULARY/STICKY KNOWLEDGE**  Climate and biomes  (Situated, through its examples, in Europe, so that European  place focus is launched simultaneously)  Continent of Europe  Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.  Climate and relationship with oceans.  Climate and biomes within climates  Depth focus 1) Mediterranean climate  Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison    Geographical skills: World map and key lines of latitude |  | **VOCABULARY/STICKY KNOWLEDGE**  Tone in art simply refers to how light or dark a colour is.  In terms of art, line is considered "a moving dot". It does not vary it’s tone, It stays constant.  Artists: Henry Moore and Rembrandt use tonal drawings, Quentin Blake and Julian Opie rely on line drawings in their style.  Vocab: illustration, caricature, abstract, depth, proportions, portrait, realism. |  |
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| **SEQUENCE OF LESSONS:**  1.The journey no one will make  2. What happens when a volcano erupts?  3. How are volcanoes formed?  4. Active, dormant and extinct volcanoes  5. Mount Etna  6.Why do people choose to be near a dangerous volcano? |  | **SEQUENCE OF LESSONS:**  1. What is agriculture?  2. Arable farming.  3. Pastoral farming.  4. How does farming change the landscape?  5. How does our food affect farming?  6. Sheep farming in Wales. |  | **SEQUENCE OF LESSONS:**  1. To develop portrait skills drawing the teacher, introducing proportions of a human face after free drawing.  2. To develop mark-making by experimenting with charcoal.  Also considering the artists Henry Moore and Rembrandt and their use of tone in their sketching.  3. To create a tonal collage of a self-portrait, inspired by the mark-making of Moore and Rembrandt.  4. To use a contrasting style to previous lessons.  To create single lined portraits inspired by Quentin Blake and Julian Opie.  5.To develop single line drawing with EXT: Add abstract colour blocks to line drawings. |  |
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| **OUTCOME/COMPOSITE**  **Create a leaflet to show how volcanoes affect a place.** |  | **OUTCOME/COMPOSITE**  Create a factsheet to show how climate affects the way people live. |  | **OUTCOME/COMPOSITE**  **Pupils will know about artists Henry Moore, Rembrandt, Quentin Blake and Julian Opie and they will produce 4 different styles of portrait to compare; a pencil proportioned portrait of teacher, a tonal collage self-portrait, a linear back-painted self-portrait and a continual line portrait.** |  |

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge... This half term of RE will draw on the children’s understanding from the last Judaism unit.** |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge... This half term of RE will draw on the children’s understanding from the last Judaism two units.** |  | **SPANISH**  **Prior knowledge…** remember and use simple nouns, adjectives and verbs with simple conversations from last term.  . |  |
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| **INTENT**  Judaism 2 - Joseph, Moses and the Exodus    **Key Question:** Why do Jews celebrate the festival of Passover? |  | **INTENT**  Judaism 3 - Samuel, Saul, David and the Kingdom    **Key Question:** How do Jews today show the importance of the Jewish  Temple and the kingdom of Israel? |  | **INTENT**  **INTENT**    Pupils will say at least three phrases to explain what or where or is hurting. Can understand, say and write a simple descriptive sentence using a noun, verb and colour adjective.  Pupils will read, understand, write and say three simple sentences to describe the weather. Can understand ice cream flavours and order an ice cream. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Including the following stories from the Hebrew bible:  Joseph in Egypt  Moses, Passover and the Exodus (Red Sea and the  wilderness and tabernacle)  Mount Sinai and 10 commandments  Promised Land  Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising. |  | **VOCABULARY/STICKY KNOWLEDGE**  Stories inc. David and Goliath and King David.  Solomon and the building of the Temple in Jerusalem  Babylonian stories: captivity and destruction of the Temple; e.g. Daniel in the lions’ den, King Nebuchadnezzar, Jews return to Promised Land (link to Persian king Cyrus  from Y3 History)    Note on Judaism units:  Stories are framed through questions about Judaism, keeping a sense of it as the Hebrew Bible rather than a Christian (“Old Testament”) lens.  Summer 1 and 2 introduce practices, customs and rituals of Jewish people, linking practices and beliefs back to the stories (e.g. while studying Passover “this food represents  bitterness of tears…” ) |  | **VOCABULARY/STICKY KNOWLEDGE**  **¿Qué te pasa?- What’s wrong?**  **No me siento bien- I don’t feel well**  **Me duele la muela- My tooth hurts**  **Me duele la cabeza- I have a headache**  **Me he cortado la rodilla- I have cut my knee**  **Me duele el oído- I have earache**  **Me duele la tripa- I have tummy ache**  **La selva- the jungle**  **La jirafa- the giraffe**  **La serpiente- the snake**  **El loro - the parrot**  **El mono - the monkey**  **El tigre- the tiger**  **El elefante - the elephant**  **pequeño/*pequeña*- small**  **grande- big**  **alto/*alta*- tall**  **largo/*larga -* long**  **travieso/ *traviesa* - naughty**  **colorido/colorida- multicoloured**  **terrible- fierce/frightening**  **¿Qué tiempo hace?- what’s the weather like?**  **Hace sol – It’s sunny**  **Hace viento – It’s windy**  **Hay niebla - It’s foggy**  **Hace calor – It’s hot**  **Hace frío- it’s cold**  **Está nevando – It’s snowy**  **Está lloviendo – It’s raining**  **Me gustaría – I would like**  **Un helado- an ice cream**  **Un helado de chocolate- a chocolate ice cream**  **Un helado de limón - a lemon ice cream**  **Un helado de fresa - a strawberry ice cream**  **Un helado de frambuesa - a raspberry ice cream**  **Un helado de menta - a mint ice cream**  **Un helado de vainilla - a vanilla ice cream**  **Por favor- please** |  |
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| **SEQUENCE OF LESSONS:**  **1.  Joseph and his coat of many colours.**  **2. Slaves in Egypt.**  **3. Let my people go!**  **4. The last night in Egypt.**  **5. The sea, the mountain, the law and the tent.**  **6.Why are these stories important for Jews?** |  | **SEQUENCE OF LESSONS:**  1. The scouts, the serpent and the wilderness.  2. The law, the walls, the judges and a king.  3. Two kings: Saul and David.  4. King Solomon builds the Temple in Jerusalem.  5. Captives in Babylon.  6. How do Jews worship without the Temple? |  | **SEQUENCE OF LESSONS:**   1. 1To say and write parts of the body nouns 2. To explain why I don’t feel well or what hurts 3. To understand and remember some jungle animals 4. To understand adjectives to describe jungle animals 5. To write a simple sentence to describe a jungle animal 6. To understand and write simple sentences and phrases. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. To say types of weather 8. To remember weather phrases 9. To play games with weather phrases 10. To say flavours of ice creams 11. To pronounce flavours and spot sounds in the flavours   To create my perfect ice cream |  |
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| **OUTCOME/COMPOSITE**  **Create a parent quiz about the Passover.** |  | **OUTCOME/COMPOSITE**  **Create a poster about the importance of the Jewish Temple to Jews.** |  | **OUTCOME/COMPOSITE**  Design own perfect ice cream creation  Option to have an ice cream as end of year celebration. |  |
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| **COMPUTING – FIRST HALF TERM**  **Prior knowledge… During this unit, pupils will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The pupils will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.** |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge...**  **Year 3 Creating Media – Animation -This unit progresses students’ knowledge and understanding of using digital devices to create media including adding audio to a digital image file/animation.** |  | **PSHE – FIRST HALF TERM**  **Prior knowledge...** Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. ; Know some strategies for keeping themselves safe online |  |
|  |  |  |  |  |  |
| **INTENT**  Pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.  **Note:** You may not have the same data loggers as those used in this unit, or may not have any data loggers at all. If you don’t have access to data loggers, a lot of the activities can be completed using tablet computers and apps such as Google Science Journal. Whichever data logging solution you have available, you should be able to address the learning objectives in the unit. |  | **INTENT**  Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers. |  | **INTENT**  **Pupils will…**identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change; learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  data, table, layout, input  device, sensor, logger,  logging, data point, interval, analyse, dataset, import,  export, logged, collection, review, conclusion. |  | **VOCABULARY/STICKY KNOWLEDGE**  audio, microphone, speaker,  headphones, input device, output device, sound,  podcast, edit, trim, align, layer, import, record,  playback, selection, load,  save, export, MP3, evaluate, feedback. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust,**  **· Know that loss is a normal part of relationships**  **· Know that negative feelings are a normal part of loss**  **· Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe** |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  **1.To explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs.**  **2.  To explain that data gathered over time can be used to answer questions**  **3.  To use a digital device to collect data automatically**  **4. To explain that a data logger collects ‘data points’ from sensors over time**  **5. To use data collected over a long duration to find information**  **6. To identify the data needed to answer question**  **7.To use collected data to answer questions** |  | **SEQUENCE OF LESSONS:**  1. I can describe some of the methods used to encourage people to 1. I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.  2 To identify that sound can be recorded  3. To explain that audio recordings can be edited  4. To recognise the different parts of creating a podcast project  5. To apply audio editing skills independently  6. To combine audio to enhance my podcast project  7. To evaluate the effective use of audio |  | **SEQUENCE OF LESSONS**  **1.To understand the emotion of jealousy**    **2.To consider the impact of love and loss**    **3.To consider the importance of memories**    **4.To develop strategies to help us when we fall out with friends**    **5. To discuss the concept of boyfriends and girlfriends** |  |
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| **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of data and how it can be collected over time to answer questions. The unit also introduces the idea of automatic data collection. |  | **OUTCOME/COMPOSITE**  This unit progresses students’ knowledge and understanding of creating media, by focusing on the recording and editing of sound to produce a podcast. Following this unit, learners will explore combining audio with video in the ‘Video editing’ unit in Year 5. |  | **OUTCOME/COMPOSITE**  Pupils will…  Know that change is a natural part of relationships/ friendship  Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe |  |

**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 Knowle**

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**e is built in a structured manner. Learners also apply stages of program design through this unit.**

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| **PSHE – SECOND HALF TERM**  **Prior knowledge... the male and female body needs to change at puberty so their bodies can make babies when they are adults • some of the outside and inside changes that happen during puberty** |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge… Pupils should be able to identify that athletics includes running, jumping and throwing. They should have a developing technique and an understanding across all of these areas.** |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge...** Pupils will be able to play small sided striking and fielding games, they will be able to react to retrieve the ball with speed and be able to roll the ball back to the target with accuracy and the desired power |  |
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| **INTENT**  **Pupils will…** revisit bodily changes at puberty with some additional vocabulary, particularly around menstruation; learn about sanitary health, including introducing pupils to different sanitary and personal hygiene products; be introduced to conception and sexual intercourse in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm |  | **INTENT**  In **Run – JUMP – THROW,** pupils will continue to refine and develop fundamental skills. By developing these skills in a fun and inquisitive way it will enable them to be more successful in athletics events. |  | **INTENT**  In **AIM – STRIKE - RETRIEVE**, pupils will acquire and develop fundamental skills to be able to play a variety of striking and fielding activities.  .  . |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions.  · Know that babies are made by a sperm joining with an ovum  · Know the names of the different internal and external body parts that are needed to make a baby  · Know how the female and male body change at puberty  · Know that change can bring about a range of different emotions |  | **VOCABULARY/STICKY KNOWLEDGE**  Technique   Rules   Pacing   Sprinting   Jumping   Throwing   Baton   Changeovers |  | **VOCABULARY/STICKY KNOWLEDGE**  **Underarm throw     Overarm throw    catching    deep fielded    post    bases    teamwork     rules** |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  **1.To discuss the concept of ‘Unique Me’**  **2.To label the internal and external parts of male and female bodies that are necessary for making a baby**  **3.To discuss how girls change during puberty**  **4.To consider the ‘Circles of Change’ and how it applies to their life**  **5.To discuss changes that have been and may continue to be outside of their control that they learn to accept** |  | **SEQUENCE OF LESSONS:**  **SEQUENCE OF LESSONS:**  A. To Understand why posture is important in sprinting.  Be able to explore world-records and know he record holder for 100m sprint.  B .To be able to ‘pace’ themselves over a longer-distanced run with an understanding of using a sprint finish as a race strategy.  C .To be able to jump for distance and understand how to move their body to allow them to jump further.  D.  To have a secure knowledge of each stage of the triple jump; hop, step, jump.  E. To be able to change the power and direction of a throw to ensure its on target.  F.  To develop a solid throwing technique for a ‘pull’ throw. |  | **SEQUENCE OF LESSONS:**  A. To recap skills learnt in the React- Retrieve – Roll unit from Year 3.  B. To be able to consistently bat a ball off a stationary ‘T.  C. To be able to hit a stationary ball and adjust the power and direction as requested.  D. To understand the safety rules involved when batting and be able to bat using the correct technique.  E. To be able to apply batting skills in small, sided games.  F. To be able to apply skills in games in line with the rules of the game. |  |
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| **OUTCOME/COMPOSITE**  **Pupils will…**  Know the names of the different internal and external body parts that are needed to make a baby   Know how the female and male body change at puberty |  | **OUTCOME/COMPOSITE**  Pupils will be able to identify that athletics includes running, jumping and throwing events.  Pupils will be able to perform all of these with a sound technique. Pupils will successfully apply these skills at their annual Sports Day. |  | **OUTCOME/COMPOSITE**  Pupils will be able to play small, sided striking and fielding games. They will be able to strike the ball and be able to use a short barrier to stop the ball. Pupils will have an increased understanding of the use of tactics in the games. |  |

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| **DESIGN TECHNOLODGY – SECOND HALF TERM**  **Prior knowledge. Pupils can:**  **Draw accurate diagrams with correct labels, arrows and explanations.**  **Correctly identify definitions for key terms.**  **Identify five appropriate design criteria.**  **Communicate two ideas using thumbnail sketches.**  **Communicate and develop one idea using an exploded diagram.**  **Select appropriate equipment and materials to build a working pneumatic system.**  **Assemble their pneumatic system within the housing to create the desired motion.**  **Create a finished pneumatic toy that fulfills the design brief.** |
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| **INTENT**  **Mechanical systems: making a slingshot car.**  **Pupils will design and make their own slingshot car** |
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| **VOCABULARY/STICKY KNOWLEDGE**  **Chassis, energy, kinetic, mechanism, air resistance, design, structure, graphics, research, model, template** |
|  |
| **SEQUENCE OF LESSONS:**  **1.To discuss the concept of ‘Unique Me’**  **2.To label the internal and external parts of male and female bodies that are necessary for making a baby**  **3.To discuss how girls change during puberty**  **4.To consider the ‘Circles of Change’ and how it applies to their life**  **5.To discuss changes that have been and may continue to be outside of their control that they learn to accept** |
|  |
| **OUTCOME/COMPOSITE**  **To design and make an aerodynamic slingshot car** |