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

**‘Inventions and Innovations’**

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| **SCIENCE**  **Prior knowledge...**  Electricity  May have some understanding that objects need electricity to work.  May understand that a switch will turn something on or off.  Sound  May have some understanding that objects make different sounds.  Some understanding that they use their ears to hear sounds.  Know about their different senses. |  | **COMPUTING – FIRST 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. |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge…**  This unit assumes that learners will have some prior experience of programming; the KS1 NCCE units cover floor robots and ScratchJr. However, experience of other languages or environments may also be useful. |  |
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| **INTENT**  Electricity  Pupils will be able to construct a simple circuit and explain how it works. They will also be able to explain that a switch will open and close a circuit.  Pupils will be able to explain the difference between a conductor and an insulator.  Sound  Pupils will be able to explain what happens when a sound leaves a source and how it travels to our ear.  Pupils will be able to explain the correlation between pitch and the object producing the sound. |  | **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**  This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Electricity - electricity, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, component.  A complete circuit is needed for electricity to flow and devices to work.  Some materials allow electricity to flow easily and these are called conductors.  Materials that don’t allow electricity to flow easily are called insulators.  Sound - amplitude, volume, quiet, loud, ear, pitch, high, low, particles, instruments, wave.  Sound is produced when an object vibrates.  Sound moves through all materials by making them vibrate.  Sound travels from its source in all directions and we hear it when it travels to our ears. |  | **VOCABULARY/STICKY KNOWLEDGE**  Input device, microphone, output device, speaker, digital audio, copyright, podcast |  | **VOCABULARY/STICKY KNOWLEDGE**    Repetition, environments, count-controlled loops, infinite loops, modify |  |
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| **SEQUENCE OF LESSONS:**    **Electricity**  **WOW: Power stick – using human electricity to create a class circuit. How many children will fit in the circuit?**  **Quizziz assessment before and after unit**  HOW:  1.To construct a simple circuit.  2. To identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.  3.To explain the difference between an insulator and a conductor.  4. To recognize that a switch opens and closes a circuit.  **Sound**  WOW: Hidden depths zoom in/out - [Hidden depths - Explorify](https://explorify.uk/en/activities/zoom-in-zoom-out/hidden-depths)  **Quizziz assessment before and after unit**  **HOW:**  1. To explain that sounds are made when an object vibrates and to begin to understand that we hear sounds when the vibrations travel from a source through a medium to our ears.  2. To notice patterns between the pitch and volume of a sound and the features of the object that produced it.  3. To investigate what factors affect the pitch and the volume of sound.  4. To explain how we hear sounds. |  | **SEQUENCE OF LESSONS:**  1 To identify that sound can be recorded  2. To explain that audio recordings can be edited  3. To recognise the different parts of creating a podcast project  4. To apply audio editing skills independently  5. To combine audio to enhance my podcast project  6. To evaluate the effective use of audio |  | **SEQUENCE OF LESSONS:**  1 To develop the use of count-controlled loops in a different programming environment  2. To explain that in programming there are infinite loops and count controlled loops  3. To develop a design which includes two or more loops which run at the same time  4. To modify an infinite loop in a given program  5. To design a project that includes repetition  6. To create a project that includes repetition |  |
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| **OUTCOME/COMPOSITE**  Electricity  Pupils will design and make their own working torch (linked to English & DT)  Sound  Pupils will make a musical instrument which changes pitch. |  | **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**  This unit assumes that learners will have some prior experience of programming; the KS1 NCCE units cover floor robots and ScratchJr, and Scratch is introduced in the Year 3 programming units. However, experience of other languages or environments may also be useful. |  |

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge...** **This** half term of RE will draw on the children’s understanding of **Islam** from **KS1.** |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge… ...** This half term of RE will draw on the children’s understanding of **Judaism** from **KS1.** |  | **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. |  |
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| **INTENT**  Islam (Unit L2.9)  Key Question: How do festivals and worship show what happens to Muslims? (Ibadah) |  | **INTENT**  Judaism (Unit L 2.10)  Key Question: How do festivals and family life show what matters to Jewish people? (God/Torah/the People) |  | **INTENT**  In ATHLETICS, 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. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  **Quran:**  The Qur'an is the holy book for Muslims. There are 114 chapters in the Quran, which is written in the old Arabic dialect.  **Prophet Mohammed**: The prophet Muhammad was the founder of the religion of Islam. Followers of Islam, called Muslims, believe that Muhammad received messages from Allah (God). These messages were later collected into the Quran, the holy book of Islam.  **Ibadah**: How God is worth worshiping; how Muslims submit to God.  **Muhammad:** The founder of the religion of Islam. Followers of Islam, called Muslims, believe that Muhammad received messages from Allah (God).  **Allah**: Muslims commonly use the word *Allah* for God. In Islam, Allah is Merciful and Allah is the one who loves his followers.  **Imam**: The prayer leader in a mosque, this person simply leads the prayers – they are no better than anyone else as everyone is equal in the eyes of Allah. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Rosh Hashanah**: Rosh Hashanah is the start of the religious new year for followers of Judaism. To Jewish people, it also marks the anniversary of the creation of the world. Rosh It means “beginning of the year” in the Hebrew language. Festive gatherings with family and friends are a tradition during this holiday. Also traditional are meals that feature sweet foods.  **Yom Kippur**: Yom Kippur means Day of Atonement. It is the most sacred and solemn day in the Jewish calendar.  It is a day to reflect on the past year and ask God's forgiveness for any sins. Jews do not work or go to school on this day.  **Pesach**: Passover, or Pesach, celebrates the freedom of the Jews from slavery in ancient Egypt. Thousands of years ago the early Jews, called Israelites, moved to Egypt, where they became slaves of the Egyptians. |  | **VOCABULARY/STICKY KNOWLEDGE**  Technique Rules Pacing Sprinting Jumping Throwing Baton Changeovers |  |
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| **SEQUENCE OF LESSONS:**  1. To identify Muslim beliefs about God.  2. To consider the significance of prayer to Muslims.  3. To explore Muslim places of worship.  4. To make links between Muslim worship and Ramadan.  5. To make links between Muslim worship and Eid-ul-Fitr. |  | **SEQUENCE OF LESSONS:**  1. To identify the key beliefs for Judaism.  2. To identify what Jewish families celebrate every week.  3. To understand what Jewish people do to celebrate Rosh Hashanah and Yom Kippur.  4. To identify why the Pesach important for Jews.  5. To understand why commandments and blessings important to Jewish people. |  | **SEQUENCE OF LESSONS:**  1.To Understand why posture is important in sprinting. Be able to explore world-records and know he record holder for 100m sprint.  2.To be able to ‘pace’ themselves over a longer-distanced run with an understanding of using a sprint finish as a race strategy.  3.To be able to jump for distance and understand how to move their body to allow them to jump further.  4. To have a secure knowledge of each stage of the triple jump; hop, step, jump.  5. To be able to change the power and direction of a throw to ensure its on target.  6. To develop a solid throwing technique for a ‘pull’ throw. |  |
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| **OUTCOME/COMPOSITE**  Make sense of belief: Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God).  Understand the impact: Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).  Make connections: Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. |  | **OUTCOME/COMPOSITE**  **Make sense of belief:** Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today.  **Understand the impact:**  Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals).  Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.  **Make connections:** Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas. |  | **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. |  |

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| **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge…** Pupils should be able to throw using an underarm and overarm catch using a developing technique. They will understand that they may need to move to catch a ball. They will play small sided striking and fielding games. |  | **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 |  | **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 |  |
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| **INTENT**  In STRIKING AND FIELDING, pupils will acquire and develop fundamental skills to be able to play a variety of striking and fielding activities. |  | **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 |  | **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 |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Underarm throw Overarm throw catching deep fielded post bases teamwork rules |  | **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 |  | **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 |  |
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| **SEQUENCE OF LESSONS**  1.To know what hand -eye coordination is and be able to throw and catch the ball consistently.  2.To be able to throw underarm using the correct technique and to be able to vary power and direction.  3.To be able to throw overarm using a developing technique and be able to alter the power and direction of the throw.  4.To understand the safety rules involved when batting and be able to bat using the correct technique. Pupils should understand how to change the direction they are hitting in.  5.To understand the basic rules of rounders OR cricket and be able to play small-sided games.  6.To be able to apply skills in games in line with the rules of the game. |  | **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 |  | **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 |  |
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| **OUTCOME/COMPOSITE**  Pupils will continue to develop their throwing and catching techniques and will begin to be able to catch under pressure. They will understand the safety rules involved whilst batting and they will be able to play small games in-line with the rules. |  | **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 |  | **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 |  |

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| **DESIGN TECHNOLOGY**  **Prior knowledge…**  Electricity is the flow of electrical power or charge.  An electrical circuit comprises of electrical components.  A battery is an electrical power source  A circuit must form a loop for electrical current to flow. |  | **MUSIC –Stop!**  **Prior knowledge…**   * Timbre: All instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. * To listen with knowledge of dynamic, timbre, pitch and tempo. * Saint-Saens in a classical composer. |  | **GEOGRAPHY**  **Cornwall, UK, North America**  **Prior knowledge…** pupils should be aware Earth is split into continents and that they have shifted over time. Know some of the continents and countries in each (especially Europe). Know where UK is located. London is capital. Cornwall in SW England and where Newquay and Truro (capital) are located.  Identify maps and understand that they come in different forms. Use simple scale maps with symbols and keys. Use direction to ID location (North – South – West – East) and be aware of Letter and Number Coordinates. Pupils have some experience using topography to locate places on a map. |  |
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| **INTENT**  Electrical systems: Torches  In this topic, children apply their scientific understanding of electrical circuits to create a torch made from easily available materials and objects. They will also design and evaluate their product against set design criteria. |  | **INTENT**  Pupils will learn the structure of a rap song. They will use this structure to compose their own raps and perform. |  | **INTENT**  Pupils learn about some of the human and physical characteristics of Cornwall and the UK then compare these with characteristics in North America.  Pupils learn about Cornwall land use and how this has changed over time.  Pupils further develop their topography and mapping skills, taking this out into the local environment to learn how to relate the real world to maps.  Pupils begin to develop orienteering skills. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Battery, bulb, buzzer, cell conductor, copper, design criteria, electrical item, electricity, electrical item, insulator, series circuit, switch, test, torch, wire |  | **VOCABULARY/STICKY KNOWLEDGE**  Bridge, interlude, rhythm, introduction     * An interlude is a passage of music played between the main themes. * An introduction is the music heard at the beginning of a song or piece of music * A bridge is a section of music that takes us from a verse to a chorus, just as a bridge over a river takes us from one place to another. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Sticky Knowledge** – Pupils should be able to name and describe some landmarks in the UK and North America and use compass points to describe what part of the country they are in. They should be able to use coordinates to further pinpoint their landmarks on a map.  **Vocabulary** – Estuary, inlet, topography, land-use, agriculture, industry, orientate. |  |
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| **SEQUENCE OF LESSONS:**  Lesson 1: Electrical products  Pupils explore the difference between 'electrical' and 'electronic' and revisit how to create a simple circuit.  Lesson 2: Evaluating torches  Pupils evaluate a range of different torches and identify the features of a torch: housing, reflector, circuit and switch.  Lesson 3: Torch design  Pupils create a torch design, building on their understanding from and incorporating features they have identified in previous lessons.  Lesson 4: Torch assembly  Pupils build the circuit and housing for their torches, closely following their designs from the previous lesson. |  | **SEQUENCE OF LESSONS:**   1. Perform/share the sung chorus and rapped chorus. 2. Learn to sing/rap the song ‘Stop!’ looking particularly at the structure of the song. 3. Compose and create lyrics for a section of the song ‘Stop!’. 4. Continue to compose and create lyrics for a section of the song ‘Stop!’. 5. Perform/share Stop! – rapped examples, beginnings of own compositions or a combination of the two. 6. Perform/share Stop! – rapped examples, beginnings of own compositions or a combination of the two. |  | **SEQUENCE OF LESSONS:**     1. WOW start – coastal walk to discuss the physical and human features of Cornwall’s coastline, how it has changed and the forces that affect that change. 2. WOW world – discuss and investigate the amazing places to visit in the UK. Create a class wish list and personal dossier including a map. 3. To discover how Cornwall’s land is used by humans and how this has changed over time (maps, stories, videos). 4. To use digital mapping to locate North America and realise where it is in location to the UK. Use topography skills to name the countries of North and Central America. 5. WOW world – To investigate the top 10 wonders of North America and create a wish list with a map. 6. To further develop map skills by trying to produce a map of the school with no input (just walk around). Then revise this onto an overhead CAD style map. Place items around the school and give 4 figure grid reference clues for others. 7. To take their mapping skills out into the local environment to try to map the boating lake and Gannel area. |  |
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| **OUTCOME/COMPOSITE**  Pupils make a torch using an electrical circuit and a housing made from recycled materials. |  | **OUTCOME/COMPOSITE**  Pupils will understand the terms and structure of a rap song. They will perform rapped examples, own compositions or a combination of the two. |  | **OUTCOME/COMPOSITE**  Create a ‘WOW world’ dossier of place they would like to visit in the UK and North America.  Pictorial evidence of pupils creating maps of their local area. |  |

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| **HISTORY**  **Prior knowledge…** Anglo Saxons  Timelines  Invasion  Rulers  Runes  Sutton Hoo  The Vikings | |  | **SPANISH**  **Prior knowledge…** remember and use simple nouns, adjectives and verbs with simple conversations from last term. |  | **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**  Pupils will begin to understand the influences Invaders and Settlers have in making us who we are | |  | **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. |  | **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**  Danelaw, drinking horn, helmet, jewellery, long boat, longhouse, loom, raids, shields, Valhalla | |  | **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 | |  | **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. To understand why the Vikings invaded and settled  2. To understand how the Vikings reached Britain  3. To learn about Danelaw  4. To find out how and when England became a unified country.  5. To discover how the Anglo Saxon and Viking era ended | |  | **SEQUENCE OF LESSONS:**   1. To 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 12. To create my perfect ice cream |  | **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**  Virtual Visit to Viking Valley | |  | **OUTCOME/COMPOSITE**  Design own perfect ice cream creation  Option to have an ice cream as end of year celebration. |  | **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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