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

**‘WONDER WORLD’**

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| **SCIENCE**  **Prior knowledge...**that 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. |  |  |  | **DESIGN TECHNOLOGY**  **Prior knowledge...**   * **Draw and label a simple castle that includes the most common features.** * **Recognise that a castle is made up of multiple 3D shapes.** * **Design a castle with key features which satisfy a given purpose.** * **Score or cut along lines on the net of a 2D shape.** * **Use glue to securely assemble geometric shapes.** * **Utilise skills to build a complex structure from simple geometric shapes.** * **Evaluate their work by answering simple questions.** |  |
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| INTENT  Animals including humans  Living things and their habitats  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**  **Structure: Pavilions (starting in 2025)**  To design and make a stable pavilion |  |
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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**  3D shapes, Design criteria, Innovative, Natural, Reinforce, Structure |  |
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| **SEQUENCE OF LESSONS:**  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.    Visit to a local beach and local woodland habitat. Visit to Newquay Zoo. |  |  |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Exploring frame structures**  To create a range of different shaped frame structures.  **Lesson 2: Designing a pavilion**  To design a structure.  **Lesson 3: Pavilion frame**  To build a frame structure.  **Lesson 4: Pavilion cladding**  To add cladding to a frame structure. |  |
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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**  To have designed and made a stable pavilion which is aesthetically accurate |  |

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| **HISTORY – First half term**  **Ancient Egypt**    **Prior knowledge…** Children will have learned about the Celts |  | **History – Second half term**  **Cradles of Civilisation**  Prior knowledge…Children will have learnt about Ancient Egypt |  | **MUSIC**  **Changes in pitch, tempo and dynamics (Theme: Rivers)**  **Prior knowledge...**   * To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dah dum!). * To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched. * To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. |  |
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| **INTENT**  Pupils will understand key themes from Ancient Egypt, the role the River Nile played in developing these and look at the ways Ancient Egypt changed. |  | **INTENT**  **Pupils will understand key ideas from Mesopotamia and recognise that different ancient civilisations occurred in different locations with similar geographical features. Pupils will look in detail at artwork produced in different ancient civilisations.** |  | **INTENT**  To recognise the key elements of music with a focus on pitch, tempo and dynamics. To also recognise and perform using ostinatos. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing.  Disciplinary focus: change/continuity In what ways did ancient Egypt change? |  | **VOCABULARY/STICKY KNOWLEDGE**  The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats    Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer? |  | **VOCABULARY/STICKY KNOWLEDGE**  a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer |  |
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| **SEQUENCE OF LESSONS:**   1. Howard Carter gets a big surprise. 2. How did the Ancient Egyptians live? 3. How did Egypt change over time? 4. What did Ancient Egyptians believe? 5. What did Ancient Egyptians believe about death? 6. How did the Ancient Egyptians write? |  | **SEQUENCE OF LESSONS:**   1. The land of the two rivers 2. Trade, building and writing 3. The epic of Gilgamesh 4. Cradles of civilisation 5. Similarities between civilisations 6. Art in ancient civilisations |  | **SEQUENCE OF LESSONS:**  **Lesson 1: The singing river**  To sing in two parts using expression and dynamics.    **Lesson 2: The listening river**  To recognise key elements of music.    **Lesson 3: The repeating river**  To perform a vocal ostinato.    **Lesson 4: The percussive river**  To create and perform an ostinato.    **Lesson 5: The performing river**  To improve and perform a piece of music based around ostinatos.  . |  |
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| **OUTCOME/COMPOSITE**  Pupils create Hieroglyphics posters with some of the key knowledge that they have remembered from the unit. |  | **OUTCOME/COMPOSITE**  **Pupils create world maps showing location of key ancient civilisations** |  | **OUTCOME/COMPOSITE**  Create and perform a piece with a variety of ostinatos and perform to another Y4 class. |  |

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| **Geography – First half term**  **Rivers**  **Prior knowledge - Children should be able to use basic geographical vocabulary to refer to key physical and human features. Experience using different map types (globes, atlases, digital mapping).**  **Prior skills—orientate on a map using simple compass directions, recognise physical and human landmarks on aerial photographs, devise simple maps and observe features of their school.** |  | **Geography – Second half term**  **Mountains**  **Prior knowledge – Pupils will have learnt about Rivers** |  | **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**  Disciplinary focus: interaction How do rivers, people and land affect each other? |  | **INTENT**  **INTENT**  **Disciplinary focus: interaction How do mountains and people affect each other?** |  | **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**  Depth focus: The River Indus - its source, course, human interactions with environment.  How rivers get their water - the source, springs, the water cycle (prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river’s load. Flooding.  Depth focus: River Severn (prepares for later work on agriculture & Wales), Wildlife in the River Severn, Fishing, local agriculture, pollution problems.    Geographical skills: Using photographs |  | **VOCABULARY/STICKY KNOWLEDGE**  Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales…see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather Relationship between mountains and people    Geographical skills: Describing location using 4-point compass |  | **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. The mighty River Indus  2. The changing River Indus  3.How rivers get their water  4. How a river shapes the land: the young river  5.How a river shapes the land: the mature river  6. Britain’s longest river: the River Severn. |  | **SEQUENCE OF LESSONS:**  1.What is a mountain?  2. Mountain ranges  3. Why do people live on a mountain?  4.Living in the Andes  5. Mountain regions of the UK  6.Snowdonia |  | **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**  How do rivers, people and land affect each other?  Create a poster explaining how rivers, people and land affect each other. |  | **OUTCOME/COMPOSITE**  Create a podcast explaining how mountains and rivers affect each other. |  | **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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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge… This half term of RE will draw on the children’s understanding of Hinduism.** |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge...This half term of RE will draw on the children’s understanding of Hinduism from autumn 1.** |  | **SPANISH**  **Prior knowledge…** Remember and use simple nouns, adjectives, and verbs with simple conversations from the Year 3 section from the Spanish VLE |  |
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| **INTENT**  **Key Question: What does the story of Rama and Sita mean to Hindu peoples?** |  | **INTENT**  **Key question:** What do Hindus learn from Vishnu’s stories and symbols? |  | **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. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) First reference to Vishnu The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light. |  | **VOCABULARY/STICKY KNOWLEDGE**  Hinduism 2: More Hindu stories Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu’s symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita What do Hindus learn from Vishnu’s stories and symbols? |  | **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 …? |  |
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| **SEQUENCE OF LESSONS:**  **1. An ancient story.**  **2. Four sons for the king of Ayodhya**  **3. Rama and Sita leave the kingdom**  **4. Rama, Sita and the demon Ravana**  **5. Rama and Sita return**  **6. Understanding the story of Rama and Sita** |  | **SEQUENCE OF LESSONS:**  1. Manu and Matsya the fish.  2. The Vedas in danger!  3. Vishnu and his symbols.  4. A changing religion.  5. Arjuna faces the battlefield.  6. Arjuna and Krishna have a conversation. |  | **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…?’ |  |
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| **OUTCOME/COMPOSITE**  What does the story of Rama and Sita mean to Hindus?  Explain what the story teaches Hindus about light and about dharma.   Including lots of examples from the story.    Create a podcast explaining the story of Rama and Sita |  | **OUTCOME/COMPOSITE**  Create a quiz for another class. |  | **OUTCOME/COMPOSITE**  Pupils will be able to give directions to instruct a partner around a course. |  |
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| **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...**  **Pupils should have knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. Following this unit, pupils will further develop their video editing skills in Year 5** |  | **PSHE – FIRST HALF TERM**  **Prior knowledge…**   * Recognise their worth * Can identify positive things about themselves and their achievements. |  |
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| **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 develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices. |  | **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. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Web, content, links, files, use, download, sharing,  ownership, permission, information, accurate, honest, content, adverts |  | **VOCABULARY/STICKY KNOWLEDGE**  image, edit, digital, crop, rotate, undo, save,  adjustments, effects,  colours, hue, saturation, sepia, vignette, image, retouch, clone, select,  combine, made up, real,  composite, cut, copy, paste, alter, background,  foreground, zoom, undo, font. |  | **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.** |  |
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| **SEQUENCE OF LESSONS:**  **1.To describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.**  **2.  To describe how networks physically connect to other networks**  **3. To recognise how networked devices make up the internet**  **4. To outline how websites can be shared via the World Wide Web (WWW)**  **5. To describe how content can be added and accessed on the World Wide Web (WWW**  **6.  To recognise how the content of the WWW is created by people**  **7. To evaluate the consequences of unreliable content** |  | **SEQUENCE OF LESSONS:**  1.To recognise when someone is upset, hurt or angry online.  2.To explain that digital images can be changed  3.To change the composition of an image  4.To describe how images can be changed for different uses  5. To make good choices when selecting different tools  6.To recognise that not all images are real  7. To evaluate how changes can improve an image |  | **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’** |  |
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| **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 should have experience of making choices on a tablet/computer. They should be able to navigate within an application.  This unit progresses pupils’ skills through editing digital images and considering the impact that editing can have on an image. Pupils will also consider how editing can be used appropriately for different scenarios, and create and evaluate ‘fake’ images, combining all of their new skills. |  | **OUTCOME/COMPOSITE**   Pupils will  know their attitudes and actions make a difference to the class team |  |

**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**

**wledge 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… know about families, that they are all different and that sometimes they fall out with each other** |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge … Pupils will be able to do all the ‘fundamental movement skills’ for the warm-up part of the lesson. Pupils will be able to participate in an A-B-C skills circuit with control.** |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge**... Pupils will understand what an invasion game is and be able to give sport specific examples. Pupils will be able to throw and catch to achieve a desired outcome. Pupils will be able to play small games in line with rules. |  |
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| **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. |  | **INTENT**  In HANDS – FEET - EQUIPMENT, pupils will continue to develop fundamental skills. Pupils will acquire and develop skills to pass and dribble with both their hands and feet. Pupils will explore how to travel over, under, and across apparatus in a safe way. |  | **INTENT**  In **ATTACK -DEFEND-PLAY**, 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.. |  |
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| **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 |  | **VOCABULARY/STICKY KNOWLEDGE**  Warm-Up. Agility. Power. Apparatus. Pulse. SAQ (Speed, Agility, Quickness). Safety. Heart Rate. Pulse |  | **VOCABULARY/STICKY KNOWLEDGE**  **Invasion game, Underarm throw, Catch, Teamwork, Co-operation, Resilience, Rules, Fair Play, Sportsmanship Attack, Defend** |  |
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| **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 ‘** |  | **SEQUENCE OF LESSONS:**  A. To recap the structure and expectations of a PE Lesson. Recap and refine skills from the A-B-C unit in Year 3.  B. To be able to dribble a ball with control using their hands.  C. To be able to do a chest, pass, overhead pass with a developing technique.  D. Be able to dribble a ball with control using their feet.  E. To be able to control the direction and power of a pass using their feet.  F. To be able to move creatively over, under, and through apparatus in a controlled and safe way. |  | **SEQUENCE OF LESSONS:**  A. To be able to identify an invasion game and play a basic game in line with the rules.  B. To apply throwing and catching skills whilst playing ‘bench ball’ in line with the rules.  C. To understand the concept of ‘footwork’ and ‘moving into space’.  D. To understand what ‘spatial awareness’ is and be able to move into space in the game.  E. To be able to work together in a ‘team’ and understand the concept of ‘teamwork’.  F. To apply all skills in a small tournament setting and evaluate their learning. |  |
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| **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. |  | **OUTCOME/COMPOSITE**  Pupils will be able to participate in an A-BC circuit with control and increased fluency. Pupils will be able to pass and dribble using their hands and feet under increasing levels of pressure. |  | **OUTCOME/COMPOSITE**  Pupils will understand what an invasion game is. They will be able to work together in a team and plan an invasion game in line with the rules. They will have a developing understanding of ‘attack and defence’ and will be able to apply in game situations. |  |