


Year 4 – Term 4 - Who settled in Britain?

| Subject Specific Vocabulary | |  | Key questions |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Angles | Tribes from modern day Denmark. | | Who were the Anglo-Saxons? |
| Christianity | A religion based on the teachings of Jesus. | | Which three tribes made up the Anglo-Saxons? |
| Missionary | A person from a religion sent to spread the faith. | | Who ruled each tribe? |
| Pagan | A religion that involves worshipping many gods and goddesses. | Key Skills | |
| Picts | Tribes originally from Scotland who were 'foul' and had a 'lust for blood'. | Understand how our knowledge of the past is constructed from a range of sources. | Where did they live before coming to Britain? |
| Romans | The Romans invaded and settled in Britain for over 400 years, starting with their first successful raid in 54 BC. | Note connections, contrasts and trends over time and develop the appropriate use of historical terms. | How did they get here? |
| Saxons | German – Dutch tribes who settled in Britain from around 450 AD | Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. | What religious beliefs did the early Anglo-Saxons have? |
| Scots | People from Ireland, who, like the Picts, were fierce and powerful fighters. | Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. | When was a Roman monk sent to tell the Anglo Saxons about Christianity? |
| | | Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | Why did the Anglo-Saxons build their own villages? |
| | | | Describe the Anglo-Saxon clothes. |
| | | | Who invaded Anglo-Saxon Britain in 793 AD? |

Year 4 – Term 4 – Exploring Still Life

| Subject Specific Vocabulary | | Key questions | |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--|
| Collage | A piece of art made by sticking various different materials onto a backing | Who was Paul Cezanne? | |
| Still life | A painting/drawing of an arrange of objects, usually including fruit, flowers and objects. | How did he arrange his still life? | |
| Post-impressionism | The work of late 19 th century and early 20 th century, including artists such as Van Gogh and Cezanne. | What is meant by composition? | |
| Cold colours | Cold colours are green, blue, indigo and violet. Linked to quietness, rest, contemplation and sadness. | Why is composition important? | |
| Warm colours | Warm colours are red, orange and tallow. Often associated with fire, sun and heat. | What did Hilary Pecis often include in her drawings? | |
| Focal point | The centre of interest. | Describe Nicola Dyer's work. | |
| Imagery | Visual images. | What is meant by collage? | |
| Vibrant | Full of energy and life. | What is still life? | |



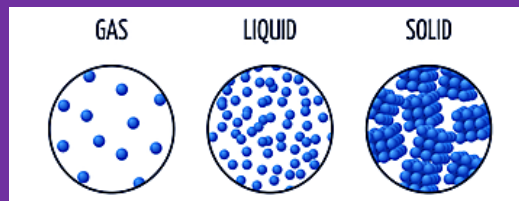
• Key Skills

- To explore the work of contemporary and more traditional artists who work within the still life genre.
- To express my thoughts about other artists' work, and talk about the meanings of objects as artists present them.
- To use my sketchbook to make visual notes, record and reflect.
- To draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.
- To present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.

Year 4 – Term 4 – States of Matter

Subject Specific Vocabulary

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| Boiling point | The temperature at which a liquid turns into a gas. |
| Boiling | When a material reaches a temperature when it bubbles and turns into gas rapidly. |
| Condensing | The process when a gas turns into a liquid. |
| Evaporation | When a liquid turns into a gas, below its boiling point. |
| Freezing | When a liquid turns into a solid. |
| Gas | A state of material when it fills the entire space available |
| Liquid | A state of material when it can flow from one place to another, and can be poured. |
| Melting | When a solid turns into a liquid. |
| Solid | A state of material when it cannot change shape, but holds the shape of whatever container it was frozen in. |



Key skills

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Key questions

What is a solid?

What is a liquid?

What is a gas?

When a material melts it turns into a liquid because heat has been applied.

Why do pure water and gold melt suddenly?

What is meant by freezing?

Describe evaporation and when it can happen.

When does boiling occur?

What is meant by condensing?

What happens in the water cycle?.

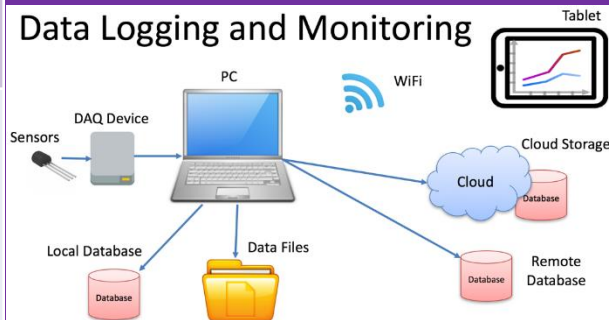
Year 4 – Term 4 – Computing – Data and information

Subject Specific Vocabulary

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| Data logger | A digital device that can collect data over time and store it. |
| Sensor | A type of input designed to allow computers to capture data from the physical environment. Sensors can be connected to a computer to capture data about temperature, light, sound, humidity, pressure, etc. A microphone can be used to record audio into a computer, or it can be used as a sound sensor. |
| Data | This is information, usually numerical, that is collected and stored in a form suitable for processing. |
| Data set | A collection of related information, usually linked to one subject or time frame. |
| Input device | A piece of equipment used to provide data and control signals to an information processing system such as a mouse, scanner or microphone. |

Data logging

Data Logging and Monitoring



Key Skills

To explain that data gathered over time can be used to answer questions

To use a digital device to collect data automatically.

To explain that data gathered over time can be used to answer questions

To explain that a data logger collects 'data points' from sensors over time.

To recognise how a computer can help us analyse data.

To identify the data needed to answer questions.
To use data from sensors to answer questions.

Key questions

What is wrong with using a small amount of data?

How can computers capture data from the physical world?

What do input devices do?

Can you give an example of an input device?

What is a sensor?

Why are data loggers used?

What is each capture of data called?

How can this be displayed?

Year 4 – Term 4 - Hockey

Key Vocabulary

Stick – The equipment used to hit and move the ball

Side In – Free hit awarded to a team after the opponent hits the ball out of bounds over the side line. Also called "hit-in" or "push-in."

Free Hit – Awarded after most penalties. Defenders must stand five yards from the ball until it is played.

Control – keeping the ball as close to the stick as possible when dribbling or receiving the ball. Or knowing what you are doing with it to keep the ball away from defenders

Receive – when a teammate passes to you, you receive the ball

Block Tackle – Knees bent/ back straight/ stick flat on the floor/ left fist on the ground/ stick slightly tilted forward

Jab Tackle - Standing on the left of an opponent/ stick in left hand on reverse/ jabbing motion to knock ball away from opponent

Foot Foul – Occurs anytime an outfield player's foot is hit by the ball even if unintentional

Key Knowledge and Skills

One Stick

In hockey all sticks are primarily the same, **with a flat and curved side**, which is always the same way around. Players may **only touch the ball with the flat side of the stick**, meaning that a player has to move their stick, or themselves when the ball is on their left-hand side.

Top stick shows the flat side and bottom stick the curves side.



Grip

Left (top) hand above the right (bottom) is a great start and holding the top (grip) of the stick. Make sure there is a gap between the top and bottom hand as this provides control, this gap can decrease as control improves and also for certain passes. Holding the grip correctly allows an easy transfer to the reverse side.



Dribbling

Open stick: Left hand at top, right at bottom of grip/ knees bent/ back straight/ elbow up/ ball at 1/2o'clock on right hand side

Indian: Left hand at top, right hand at bottom of grip/ knees bent/ back straight/ stick rolls over ball pulling it right on reverse/ open stick dribble again slightly to the left before pulling right again



Passes/Shots

Push Pass: Left hand at top, right hand at bottom of grip/ left foot forwards/ push ball from behind body/ follow through with stick in direction you want ball to go. **Used for a shorter pass.**



Slap Pass: Left hand at top, right hand at bottom of grip, hands can come together/ left foot forwards/ knees bent/ aim for chest on knee/head over ball/ stick draws semi-circle across ground contacting ball slightly in front of body. **Used for a longer pass.**



over ball/ contact ball with flat stick face and follow through where you want ball to go. **Used for more power.**

Hit: Both hands at top of grip/ ball in line with left foot/ head

Uni-hoc

Adopts many of the same rules as regular hockey with the main difference being the stick used and a softer ball. The uni-hoc stick is plastic and resembles for of an ice-hockey stick. This means that **both sides of the stick can be used to hit the ball**. This provides more control for young children and can be used to build to regular hockey

Year 4 – Term 4 – Spanish – My family (Mi familia)

Mi familia

phonics

- ca • sound in: única
- ci • sound in: cien 100
- co • sound in: único
- cu • sound in: cuarenta 40
- cu • sound in: cincuenta 50

accents

Accents indicate the vowel is stressed. As seen in the words tí-o and ú-ni-ca.

stress placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like her-ma-no.

vocabulary

The nouns and determiners for family members.



The 2 words for the possessive adjective 'my' in Spanish.

mi

mis

Numbers 1-70 in Spanish:

10 20 30 40 50 60 70

High-frequency verbs

se llama

he/she is called

tiene

he/she has

grammar

To fully understand the role of gender and plurality in the choice of possessives.

mi hermano mi hermana

Singular possessive adjective

mis abuelos



To move from the 1st person conjugation of high-frequency verbs to 3rd person singular.

tengo

I have

tiene

he/she has

What I will learn:

- ☐ Objective 1: I will learn the nouns and determiners for several family members in Spanish.
- ☐ Objective 2: I will learn how to move from using the determiner 'a' with a family member noun to a possessive adjective 'my' in Spanish.
- ☐ Objective 3: I will learn to answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?)
- ☐ Objective 4: I will learn how to introduce family members, learning to use 'se llama' (he/she is called).
- ☐ Objective 5: I will use my knowledge of larger numbers to be able to describe the age of family members.

Year 4 – Term 4 – PSHE – Valuing Difference



Subject Specific Vocabulary

| | |
|--------------|------------------------------------------------------------------------------------------------------------------------|
| Conflict | A serious disagreement and/or argument about something important. |
| Safeguarding | The process of protecting children/adults. |
| Bullying | A repetitive, intentional hurting of one person by another person or group. |
| Respect | Caring enough to consider how words and actions impact others. |
| Tolerance | Accepting others for who they are. |
| Stereotyping | An idea or belief that people have about something that is based on how they look on the outside, which may be untrue. |

Key questions

What elements make a good friendship?

How can arguments be helpful sometimes?

What is peer pressure?

What is bullying and what are the different types?

What did Hilary Pecis often include in her drawings?

What can you do if you are worried about bullying?

In what ways are we all different?

How can we show respect to others even though we are different and have different views?

Year 4 –Term 4

RE- Christianity

Is forgiveness always possible for Christians?

Subject Specific Vocabulary

| | |
|-----------|-------------------------------------------------------------------------------------------|
| Forgive | When you stop being angry with someone who has treated you badly or done something wrong. |
| Enemy | Someone who wants to harm you or upset you because they dislike or hate you. |
| Revenge | Hurting or punishing someone who has hurt or harmed you. |
| Salvation | The act of saving someone or something from harm. |
| Sin | An action or type of behavior that is thought to break the rules of God. |



Key stories from the Bible

- The Lord's Prayer
- Love for enemies- Luke 6:27-36
- Teaching about anger- Matthew 5:21-26
- Forgiveness- 70x7 Matthew 18:21-22

Key Questions

- ☐ What did Jesus teach Christians about forgiveness?
- ☐ How do Christians use these teachings in their lives today?
- ☐ Can Christians always forgive?
- ☐ What did Jesus's death mean for Christians?
- ☐ Why is the calculation 70 x 7 important?
- ☐ Which of the stories from the bible do you think best explains forgiveness to you?