

Year Four Curriculum Overview Spring Term2 2022



Reading opportunities: Alice in Wonderland by Lewis Carroll. Clean up! By Nathan Byron. We will also be using a range of non-fiction books relating to rainforests.

Geography

How does the Amazon rainforest impact me in Cornwall?

Intent

Identify the position and significance of the Equator and the tropics of Cancer and Capricorn.
Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.

Sequence of lessons

- 1) Where is Brazil?
- 2) What is the rainforest like?
- 3) How does the rainforest feed us?
- 4) How might life change for the Caboclo people?
- 5) A sustainable future for the rainforest?

Composite outcome

Children to take part in hot seating activity to debate if the rainforest should be cleared for cattle ranching or if there should be a sustainable option.

Impact

Children awarded with Rainforest Researcher certificates.

Religious Education

Salvation

Intent

Why do Christians call the day Jesus died 'Good Friday'?

Sequence of lessons

- 1) Where does salvation fit into the bible's 'big story'?
- 2) What might the Easter gospels mean to Christians?
- 3) Would Mary call the day Jesus died 'Good Friday'?
- 4) How do Christians mark the Easter events in their church communities?
- 5) How do Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship?
- 6) How might Jesus' emotions differ from his disciples?

Composite outcome

Design a cross that could be displayed in a church and annotate around it why Christians use the term 'Good Friday'.

Impact

Children make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Science

Name that living thing.

Intent

Recognise that living things can be grouped in a variety of ways.
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Sequence of lessons

- 1) To be able to identify the 7 characteristics of a living thing.
- 2) To be able to observe habitats and record the different living things you find.
- 3) To be able to identify features of the living things you found in your local area.
- 4) To be able to make sketch accurate observations drawings of a local invertebrate.
- 5) To be able to write a database for a variety of living things.

Composite outcome

Test your classification key by playing 'Guess Who?'

Impact

Computing

Data Logging

Intent

To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Sequence of lessons

1. To explain that data gathered over time can be used to answer questions.
2. To use a digital device to collect data automatically.
3. To explain that a data logger collects 'data points' from sensors over time.
4. To recognise how a computer can help us analyse data.
5. To identify the data needed to answer questions.
6. To use data from sensors to answer questions.

Composite outcome

To be able to write a database for a variety of living things.

Impact

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Art

Drawing with scissors:
Inspired by Matisse

Intent

This unit is based around exploration an historic painting (Penelope with the Suitors by Pintoriccho), followed by three activities which develop drawing, collage and printing skills.

Sequence of lessons

- 1) Drawing objects that feature in the painting.
- 2) Painting papers.
- 3) Drawing with scissors
- 4) Planning compositions
- 5) Cutting stencils
- 6) Printing

Composite outcome

We culminate in a modern interpretation of an old master and the creation of a collaborative artwork.

Impact

D&T

Super salads

Intent

Understand and apply the principles of a healthy and varied diet.

Sequence of lessons

1. To know that many salads originate from different countries.
2. To know that foods can be sorted into 5 groups and that a healthy diet is based on balance and variety.
3. To know that different foods provide different amounts of energy.
4. To investigate and evaluate food products using sensory vocabulary.
5. To understand that different people have different food preferences.

Composite outcome

To plan, design, create and evaluate a varied salad.

Impact

PSHE

Healthy me

Intent

Understand and apply the principles of a healthy and varied diet and lifestyle.

Sequence of lessons

- 1) My friends and me
- 2) Group dynamics
- 3) Smoking
- 4) Alcohol
- 5) Healthy friendships

Composite outcome

To create a 'Happy, healthy me recipe book.

Impact

Music

Lean on me

Intent

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Sequence of lessons

- 1) Sing the song.
- 2) Sing the song and play instrumental parts within the song.
- 3) Sing the song and improvise using voices and/or instruments within the song.
- 4) Sing the song and perform composition(s) within the song.
- 5) Choose what you perform today. Start to prepare for the end-of-unit performance.

Composite outcome

A recorded end-of-unit performance.

Impact

Spanish

Me Presento

Intent

Listen attentively to spoken language and show understanding by joining in and responding.

Sequence of lessons

1. Introduction to numbers 1.10. To ask how someone is in Spanish.
2. To learn how to say your name and ask how to say somebody their name.
3. To learn numbers 1-20. Introduce target question '¿cuántos años tienes?'
4. Introduce new question '¿dónde vives?' and answer 'vivo...'
5. Revise all knowledge learned.

Composite outcome

To create a Spanish ID card.

Impact