

Year Four Curriculum Overview Spring Term2 2023



Reading opportunities: The Worst Witch by Jill Murphy. 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 Cabolclo 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

Children become evermore aware of the diversity of wildlife in the local area.

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

Children to use technology as a tool to assist them in practical tasks, such as collecting data of living things.

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Art

Exploring still life

Intent

Children are introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists.

Sequence of lessons

- 1) Introduce the artist: Paul Cezanne.
- 2) Explore further artists who study still life.
- 3) 4) + 5) Working on still life project.
- 6) Present and celebrate

Composite outcome

Display the still life works in a clear space, and walk around the work as if it is a gallery.

Impact

Children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work.

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

Children broaden their minds to the concept of new foods they may not have tried before or previously dismissed.

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

Children will have a good understanding of how to make healthy and safe choices for themselves.

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

Children are confident in how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.

Spanish

Habitats

Intent

To speak and write about different habitats, plants and animals in Spanish.

Sequence of lessons

1. Learn in Spanish the essential elements that all plants and animals need to survive.
2. Learn about some of the key habitats in our world.
3. To learn in Spanish which plants grow in specific habitats.
4. Learn about which animals live in specific habitats and look at some of their adaptations.
5. Consolidate which animal and which plant lives in a particular habitat.

Composite outcome

Present to class on chosen animal and habitat in Spanish.

Impact

To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat.