



Term: Spring 1

Year Group: Year 4

	The children will create a weather recount of a holiday.	The children will identify the climate zones of a world map.  Physical Geography including Climate Zones.	The children will learn about the life in a desert.	The children will learn about life in a rainforest.	The children will learn about life in the artic.	The children will identify the climate, continents and the country of locations.	The children will identify the animal adaptation to different climates.
<p><b>Topic Vocabulary -</b> Climatic, Regions, World, Holiday, Weather, Map, Desert, Rainforest, Tribe, Artic, Explorer, Climate, Continent, Country, Animals, Adaptations.</p>							
<b>Modern Foreign Language Spanish</b>	<b>NC Objective</b> Raul Travels in Time	<b>NC Objective</b> Raul Travels in Time	<b>NC Objective</b> Raul Travels in Time	<b>NC Objective</b> Raul Travels in Time	<b>NC Objective</b> Raul Travels in Time	<b>NC Objective</b> Raul Travels in Time	<b>NC Objective</b> Raul Travels in Time
<b>Topic Focus</b> Raul Travels in Time	<b>Activity</b> Tell pupils they are going to be reading a story about a time travelling rat called Raul, who lives in Madrid and visits Hackney. Read the text on each page of the PowerPoint, ask questions in English to clarify understanding.	<b>Activity</b> Revise the directions from previous lesson, with your back to the class: 'Derecha, izquierda, delante, detrás' Ask pupils to put up the correct hand 'mano arriba' derecha, izquierda derecha etc. Then ask them to then step forward for	<b>Activity</b> Play the song ¿Qué te gusta hacer? to remind class of the question and infinitives from Unit 8 and they dance along to song. Introduce pupils to 'Me gusta...' and new infinitive phrases with pictures of objects - numbered 1-10 - and a picture of	<b>Activity</b> Give each of 5 pupils one of the 'rat picture' word cards - Me/gusta/jugar/al/ajedar and call up to the front of the class, where they stand in the correct order. Do the same for other groups of pupils with the other cards. Place 'Me gusta' sentence cards on board, get pupils to read aloud and translate. Ask which sentence is the odd one out, i.e. No me gusta... Ask pupils how they could extend the sentences to include their opinion using a connective, i.e. 'because'. Read aloud an example, e.g.	<b>Activity</b> Show pupils picture of the front of the Geffrye Museum. Pairs talk for a moment to come up with the answer to What is in this museum? Take feedback - it is the museum of the home from Tudor times to 1990s. Introduce Raúl - with picture. What might he do in this museum? Ask pupils to guess what the title of the book means. Build on prior	<b>Activity</b> Remind pupils of the story so far in the ppt and go through the set phrases used on each page of ppt from 4 - 15. Present the new nouns of things in the rooms  Divide up the 12 pages (copied either from ppt or pdf version of story) between the pupils in the	<b>Activity</b> Remind pupils of the story so far in the ppt and go through the set phrases used on each page of ppt from 4 - 15. Present the new nouns of things in the rooms  Divide up the 12 pages (copied either from ppt or pdf version of story) between the pupils in the

<p>Introduce the directions for a song, pupils will be learning in the next lesson, with your back to the class: 'Derecha, izquierda, delante, detrás' Ask pupils to put up the correct hand 'mano arriba' derecha, derecha, izquierda derecha etc. Then ask them to then step forward for 'delante' and back for 'detrás'.</p>	<p>'delante' and back for 'detrás'. Play the song 'La Yenka' and the pupils have to copy the dance. Tell pupils they will be hearing a new question involving '¿Dónde? i.e. ¿Dónde está? Using objects and/or picture cards, of a radio, cup and newspaper, introduce the sentences: El periódico está en la mesa La taza está en la silla La radio está debajo de la mesa El periódico está debajo de la silla Give each pair of pupils the small picture cards of the 3 items - see 'Resources' - and they take</p>	<p>Raúl on the board. Say to Raúl: ¿Qué te gusta hacer? Raúl replies: Me gusta leer el periódico. (Do an action to aid pupil understanding). Ask pupils for the number in Spanish of the corresponding picture. Ask Raúl the same question again re another picture, and so on. Remove the pictures from the board and replace with the text cards. Play the 'fly swat' team game where a member of each team comes up to the board and is given a fly swat. Say one of the sentences, and the first pupil to tap it, gets a</p>	<p>Me gusta tomar té chino porque es delicioso - using actions to aid comprehension, and ask pupils for the English. Give each table group a set of the 'Me gusta' and 'porque' sentence cards, and ask for the Spanish adjectives on the 'porque' cards that you say in English, e.g. delicious=delicioso/deliciosas, most being similar in both languages. Ask pupils in their groups to match up both sets of cards, and go around the tables to check. Ask questions, e.g. why is it '...porque es delicioso' in one answer and 'porque son deliciosos' in another?/Which 'porque' sentence is the odd one out? i.e. porque me gusta la música.</p>	<p>knowledge of those who have visited before. Show page 1 on the ppt with the sound of it being read. In pairs, pupils identify any near cognates that they can estimate. Take feedback. Show page 2 on ppt, either with sound played by teacher or native speaker reads the text. Give the glossary pages 20, 21 to each pair of pupils (from pdf version of story) and they have to work out the gist of the passage. Take feedback. Show page 3 on ppt and get different pupils to read each line. Again, see what they can decipher in pairs using the glossary. Take feedback. Introduce the herbs that would be in the 'ramillete de flores' (bouquet of flowers) Use real herbs and</p>	<p>class. Each group has to look at the last paragraph on the page, find out what it means using the glossary and then create a little tableau where one person reads out the sentences and the others act it out using props or flashcards of the objects.</p> <p>Each group has to give feedback on each one's performance - commenting on pronunciation and creativity.</p> <p>Do Summative Assessment Task 1</p> <p>See N.B.* in 'Resources' about additional exercises.</p>	<p>class. Each group has to look at the last paragraph on the page, find out what it means using the glossary and then create a little tableau where one person reads out the sentences and the others act it out using props or flashcards of the objects.</p> <p>Each group has to give feedback on each one's performance - commenting on pronunciation and creativity.</p> <p>Do Summative Assessment Task 1</p> <p>See N.B.* in 'Resources' about additional exercises.</p>
---	---	--	---	---	--	--

Term: Spring 1

Year Group: Year 4

		<p>turns to ask each other and give the answer: ¿Dónde está la taza/ la radio/el periódico? And they put it on or under the table or chair. Show the power point in 'Resources' to practise the sentences in written form. Play the 'La Yenka' song again and pupils show understanding by joining in and dancing.</p>	<p>point for their team. Pupils in pairs are given 6 small object pictures and a role play sheet. They practise asking and answering the question.</p>		<p>put a piece of each of the 5 for each table group. They smell them and repeat the names. Then with eyes shut they take turns to smell and identify the Spanish name for each one. Follow up work - find out about what is in the Geffrye Museum.</p>		
<p><b>Key Knowledge</b> Can understand information about a story character that revises prior knowledge.  Can respond to preposition of place.</p>	<p><b>Key Knowledge</b> Can appreciate the Yenka song, showing understanding by joining in.  Can say and ask someone else for the position of an object.</p>	<p><b>Key Knowledge</b> Can recognise new infinitive phrases.  Can say what they like doing.</p>	<p><b>Key Knowledge</b> Can understand new words from contextual clues.  Can understand adjectival agreement.</p>		<p><b>Key Knowledge</b> Can read the pages and show understanding.  Can read aloud with accurate pronunciation and intonation.</p>	<p><b>Key Knowledge</b> Can read aloud with accurate pronunciation and intonation.</p>	<p><b>Key Knowledge</b> Can recognise the 1<sup>st</sup> person singular of a range of verbs.  Can read aloud with accurate pronunciation and intonation.</p>



Term: Spring 1

Year Group: Year 4

<p>Spray/Dye/Oil Pastels</p>	<p>Discuss ideas, different materials, different techniques.</p> <p>Create mind maps in groups of ideas and diagrams.</p>	<p>The children will cut pieces of fabric into a shape of their choice, by using a ready-made stencil. The children will learn to fabric dye 2 pieces of fabric.</p>	<p>Children to cut out a stencil and spray another shape onto their fabric.</p>	<p>Children to sew around the sides of their fabric to create a pocket.</p>	<p>Children to design an oil pastels painting, based upon a habitat (science link).</p>	<p>Children to create an oil pastels painting.</p>	<p>Children to create a mosaic pattern using different paper.</p>
	<p><b>Key Knowledge</b> To understand the difference between textiles, fabric, spray, dye, oil and pastels.</p> <p>Use sketch books to record their observations and use them to review and revisit ideas.</p>	<p><b>Key Knowledge</b> Children will learn how to cut their fabric and dye their fabric.</p> <p>Use sketch books to record their observations and use them to review and revisit ideas.</p>	<p><b>Key Knowledge</b> Children will learn how to design and draw a stencil to use on their fabric.</p> <p>Use sketch books to record their observations and use them to review and revisit ideas.</p>	<p><b>Key Knowledge</b> Children will learn to sew their pocket using running stitch.</p> <p>Use sketch books to record their observations and use them to review and revisit ideas.</p>	<p><b>Key Knowledge</b> Children to design two oil pastel paintings, using an artist for inspiration and evaluate them.</p> <p>Use sketch books to record their observations and use them to review and revisit ideas.</p>	<p><b>Key Knowledge</b> Children to learn how to use oil pastels.</p> <p>Use sketch books to record their observations and use them to review and revisit ideas.</p>	<p><b>Key Knowledge</b> Children learn how to create a mosaic.</p> <p>Children will attach their finished piece onto a coaster to take home.</p> <p>Use sketch books to record their observations and use them to review and revisit ideas.</p>
<p><b>Topic Vocabulary -</b> Spray, Textiles, Dye, Pastels, Fabric, Design, Sew, Running, Stitch, Back Stitch, Oil Paintings, Oil Pastels, Mosaic, Patterns.</p>							

PSHE	NC Objective Relationships	NC Objective Relationships	NC Objective Relationships	NC Objective Relationships	NC Objective Relationships	NC Objective Relationships	NC Objective Relationships
<b>Topic Focus</b> Relationships	<b>Activity</b> To understand what kind of physical contact is acceptable or unacceptable and how to respond.	<b>Activity</b> To understand that their actions affect themselves and others.	<b>Activity</b> To discover the different types of bullying.	<b>Activity</b> To create a poster about bullying.	<b>Activity</b> The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	<b>Activity</b> Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other People's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.	<b>Activity</b> To work collaboratively towards shared goals.
	<b>Key Knowledge</b> To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.	<b>Key Knowledge</b> To recognise and manage emotions within a range of relationships.	<b>Key Knowledge</b> To understand the different types of bullying.	<b>Key Knowledge</b> To recognise risky or negative relationships including form of bullying.	<b>Key Knowledge</b> To understand how to respond to risky or negative relationships and ask for help.	<b>Key Knowledge</b> To understand how to respect equality and diversity in relationships.	<b>Key Knowledge</b> Growth mindset training.
<b>Topic Vocabulary -</b>							

Term: Spring 1

Year Group: Year 4

Relationships, Social, Cultural, Physical, Contact, Acceptable, Unacceptable, Actions, Emotions, Bullying, Negative, Positive, Confidential, Secret, Agree, Disagree, Break, Share, Risky, Listen, Active, Equality, Diversity, Collaboratively, Growth, Mindset.
---

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>History</b>  <b>Topic Focus</b> The Vikings and Anglo-Saxons	<b>NC Objective</b> I know and understand were the Vikings came from. I know and understand how and why the Vikings invaded Britain	<b>NC Objective</b> I know and understand how some kings in Britain dealt with the Viking invaders.	<b>NC Objective</b> I know and understand how Vikings lived and worked.	<b>NC Objective</b> I know and understand what happened during the Viking invasions and know what Viking warriors were like.	<b>NC Objective</b> I know can identify and describe Viking artefacts.	<b>NC Objective</b> I know some Vikings gods and what they represent.	<b>NC Objective</b> Small Assessment
	<b>Activity</b> <b>What do we already know about the Vikings?</b> Use the Research Map to record facts known and areas to research further. Display a large Viking Invasion Map. Identify the places the Vikings came from.	<b>Activity</b> Use the Anglo-Saxons mindmap - discuss and record facts known and facts to research about the British Kings. <b>How do you think they felt about the Viking invaders?</b> Comprehension - activity sheet. <b>Can they highlight facts showing how</b>	<b>Activity</b> <b>How did the Vikings who settled in Britain live?</b> <b>What were their houses like?</b> <b>What clothes did they wear?</b> <b>What did they like to eat?</b> Children research an aspect of Viking life and complete one of the following: Brooch design House for Sale	<b>Activity</b> <b>What were Viking warriors like?</b> <b>Can children draw a picture?</b> <b>What weapons did the use?</b> <b>Why were they such successful raiders and invaders?</b> Comprehension activity. <b>Create a Viking Weapon - sword and axe.</b>	<b>Activity</b> <b>How do artefacts help us to work out what life was like in the past?</b> <b>What types of evidence sources have been found?</b> Research one artefacts in more details using the iPads.	<b>Activity</b> Use Viking God mindmap to discuss known and facts to research about the Viking God. <b>God and Goddess Name Rune Decoding.</b>	<b>Activity</b> Small assessment of Viking knowledge.

	<p><b>Why did the Vikings come to Britain?</b>  <b>How did they travel?</b>  <b>Where did they first raid?</b>                  Display the Viking timeline and discuss the events.                  Create Viking timeline.</p>	<p><b>the different kings dealt with the invasions?</b>                  Role Play -                  Masks to act in role as an Anglo-Saxon king.</p>	<p>Who were the Vikings?</p>				
	<p><b>Key Knowledge</b>                  The children will understand where the Vikings come from. The children will understand how and why the Vikings invaded Britain.</p>	<p><b>Key Knowledge</b>                  The children will understand how some kings in Britain dealt with the Viking invaders.</p>	<p><b>Key Knowledge</b>                  The children will understand how the Vikings lived.</p>	<p><b>Key Knowledge</b>                  The children will understand what happened during the Viking invasion and what they Viking warriors were like.</p>	<p><b>Key Knowledge</b>                  The children will understand and describe Viking artefacts.</p>	<p><b>Key Knowledge</b>                  The children will know some Viking Gods and what they represent.</p>	<p><b>Key Knowledge</b>                  Small assessment of Viking knowledge.</p>
<p><b>Topic Vocabulary -</b>                  Vikings, Raids, Invasion, King, Gods, Long Boat, Brooch, Weapons, Raiders, Battle Axe, Artefacts, Goddess.</p>							
<p><b>Modern Foreign Language Spanish</b>   <b>Topic Focus</b></p>	<p><b>NC Objective</b>                  I know how to recognise sports in sentences.</p>	<p><b>NC Objective</b>                  I can say sports I play/do and ask someone else the target question.</p>	<p><b>NC Objective</b>                  I know how to recognise new food woods.</p>	<p><b>NC Objective</b>                  I can ask and answer a question about whether a food is healthy or unhealthy.</p>	<p><b>NC Objective</b>                  I know how to ask someone what they do on a certain day of the</p>	<p><b>NC Objective</b>                  I know how to say sentences using the 1<sup>st</sup> person singular form of 'comer' and 'baber'.</p>	<p><b>NC Objective</b>                  I know how to say what I like to eat and drink in a sentence.</p>

Term: Spring 1

Year Group: Year 4

<p>Health Lifestyle</p>	<p>I understand when to use 'juego' and 'practico'.</p>				<p>week and reply to a question myself.</p>		
	<p><b>Activity</b> Revise known questions and answers by giving half the class a question card and half an answer card. Call out a question and cards held it up. Call out matching answer and cards held up. Each half then swaps cards and activity repeated. Say a question/answer in English and a pupil with that card says it in Spanish. Introduce sports, the ones that you play first, most of which are cognates, with</p>	<p><b>Activity</b> Say a sport you play/do and ask: ¿Qué deportes practicas? as you throw ball to individual pupils, and encourage full sentence replies, e.g. Juego al tenis y practico natación/Juego al baloncesto y al fútbol/Practico ciclismo. Show sport power point where pupils say sport sentence before sentence appears. Pupils practise in pairs ¿Qué deportes practicas? and answers with sport sentence cards placed on</p>	<p><b>Activity</b> Revise some known questions and answers with ball. Introduce food vocabulary with pictures - oral repetition/mime. Draw attention to the definite articles el, los, la, and las - "the" - m/f singular and plural - which are used with nouns following verbs of liking/disliking, e.g. Me gusta la cola cola, no me gustan los caramelos. Ask pupils: ¿Te gusta(n)...? Answers: Me gusta(n)/me encanta(n)/no me gusta(n)/odio. (See 'Grammar Focus' and information at end of unit). Show Early Start video clip of</p>	<p><b>Activity</b> Play song about likes/dislikes of foods/drinks after teaching them 'I am thirsty', 'I am hungry' and 'I want' in Spanish with actions. Ask a puppet a question about healthy/unhealthy foods, e.g ¿El chocolate es malo o bueno para la salud? Puppet replies: El chocolate es malo para la salud. Show power point re healthy/unhealthy foods/drinks which includes role-play practice as above. Pairs of pupils enact the conversations. Play 'Simón dice' using 4 new</p>	<p><b>Activity</b> Revise days of the week by chanting forwards and then backwards with pupils. Throw ball and say a day. Pupils have to say next or previous one.  Say all known sports, e.g. tenis, gimnasia, and after each, pupils have to say 'juego al' or 'practico' to see if they remember sports you 'play' or 'do'.  Show a picture of a sport activity and a day of the week, and model an appropriate phrase, e.g. el jueves practico atletismo, See grammar note on</p>	<p><b>Activity</b> Revise ¿Qué haces el lunes? with ball. Some pupils will be able to reply with fully reply e.g. El lunes juego al críquet. Pupils produce a role-play ¿Qué haces el lunes? in pairs using their own diaries to answer. Introduce 1<sup>st</sup> person singular forms of -er verbs 'comer' and 'beber' by modelling a conversation with puppets,: A ¿Qué haces? B Como. Y tú? A Bebo. Say 'como' and 'bebo' and pupils repeat with actions. Ask for other verbs previously learnt, which were -ar verbs, in 1<sup>st</sup> person form: bailo, escucho, etc.</p>	<p><b>Activity</b> Ask pupils to take it in turns to ask and answer in pairs: ¿Qué deportes practicas? Juego al tenis, practico natación,etc. Introduce 2 new questions with power point. ¿Qué te gusta comer? ¿Qué te gusta beber? Show the 'likes and dislikes...' power point. Pupils have to say the sentence that will appear after the picture, e.g. picture of fish = Me gusta el pescado and picture of coffee = Me gusta el café. By just saying 'I like' + food/drink, pupils have to make sure they say 'Me gusta + singular item and me gustan + plural item. <b>N.B.</b> for teachers' reference*:</p>

<p>picture flashcards and say sport sentence, e.g. Juego al baloncesto, each in different tone of voice. Pupils repeat. Say a sentence and pupils do action. Show sentences for sports as you say them and pupils repeat. Draw notice to cognates. Do 'frozen tableau' activity with groups. Say a sentence to each group. Play some wordless music, each group mimes the sport they were given, and when music stops they freeze.</p>	<p>board for support and the question written there too. Show song words for 'el fútbol' (¡Español! ¡Español!) on iw/sheets. Pupils look up the meanings of - gritar, lleno - and you explain other words (see pg 86 of ¡Español! ¡Español!). Play the song and pupils sing along.</p>	<p>children saying whether or not they like certain foods - see list in 'Key Questions/New Learning' section in black. Pupils can look these words up in bi-lingual dictionaries before seeing the video clip. Introduce idea of bueno/malo (good/bad) using thumbs up/down and facial expression. Ask pupils to categorise food words under 2 columns on board with word cards - healthy/unhealthy. Teacher models each item in a sentence, e.g. el helado est malo, los caramelos son malos, la coca cola es mala, las patatas fritas son malas para la salud. What do pupils notice?</p>	<p>commands: jugad + sport you play/practicad + sport you do/bebed + a drink/comed + a food and pupils do actions.</p>	<p>'el' in front of day of week. Do the same for other days of the week. Ask puppet: ¿Qué haces el lunes? Puppet replies: El lunes juego al tenis. Pupils enact similar role-plays in pairs, changing the day and activity. Pupils write a diary entry for each day of the week in Spanish. They draw a sport and write a sentence underneath - with help of diary support sheet, with words in random order, and phrase and word booklet (see 'Resources') for additional sports.</p>	<p>Show picture of famous sports' person and tell pupils they will hear how he/she keeps healthy. Model sentences to present person, e.g. Me llamo...Juego...Practico...Como...Bebo... (My name is...I play...I do...I eat...I drink...) Pupils take on the role of a sports' person of their choice in pairs, and present themselves as above - each saying different sentences. Pupils can do the Healthy and unhealthy worksheet as a reading and speaking activity, or as a writing activity, where they select and copy phrases that go with 'Señor Bueno' and 'Señor Malo' with the help</p>	<p>If, however, you say, e.g. Me gusta + <b>comer/beber</b> + food/drink item, the 'gusta' stays in its singular form, e.g. Me gusta <b>comer</b> los caramelos. Use ball to ask pupils one of the 2 new questions, and encourage extended answers with connectives, e.g. Me gustan el pescado y las patatas fritas. OR (for teachers' reference): Me gusta <b>comer</b> el pescado y las patatas fritas. Me gusta el agua, pero no me gusta la coca cola OR (for teachers' reference): Me gusta beber el agua, pero no me gusta beber la coca cola. Pupils to produce a poster by hand or electronically to promote leading a healthy lifestyle with help of word/phrase bank.</p>
--	--	---	--	--	--	---

			(i.e. adjectives agreeing with nouns).			of the accompanying helpsheet.	
<p><b>Key Knowledge</b> Juego al fútbol, al tenis, al críquet, al baloncesto (I play football, tennis, cricket, basketball).</p> <p>Practico gimnasia, natación, atletismo, ciclismo, equitación (I do gymnastics, swimming, athletics, cycling, horse riding).</p>	<p><b>Key Knowledge</b> Juego al fútbol, al tenis, al críquet, al baloncesto (I play football, tennis, cricket, basketball).</p> <p>Practico gimnasia, natación, atletismo, ciclismo, equitación (I do gymnastics, swimming, athletics, cycling, horse riding).</p> <p>¿Qué deportes practicas? (What sports do you do?) (KEH/deh-por-tes/prac-tee-cass) Juego al fútbol, al tenis, al</p>	<p><b>Key Knowledge</b> Las manzanas apples El pescado fish El chocolate chocolate La coca cola coca cola El agua water Las patatas fritas crisps or chips Los caramelos sweets El helado ice cream El zumo de naranja orange juice <b>Foods in Early Start video:</b> El pan bread, El pescado fish, La carne meat, La ensalada salad, Las verduras vegetables, Los helados icecreams <b>Bueno/malo...para la salud</b> (healthy/unhealthy) ¿Es bueno/buena para la salud? (is it</p>	<p><b>Key Knowledge</b> Las manzanas apples El pescado fish El chocolate chocolate La coca cola coca cola El agua water Las patatas fritas crisps or chips Los caramelos sweets El helado ice cream El zumo de naranja orange juice ...es bueno/buena para la salud. ...es malo/mala para la salud. ...son buenos/buenas para la salud. ...son malos/malas para la salud. ¡Jugad! Play (who-ath) ¡Practicad! Do (prac-tee-cath)</p>	<p><b>Key Knowledge</b> lunes martes miércoles jueves viernes sábado domingo</p> <p>el lunes juego al fútbol - on Monday(s) I play football el martes practico natación - on Tuesday(s) I do swimming</p> <p>¿Qué haces el viernes?- what do you do on Friday(s)?</p> <p>Mi agenda - my diary (me/ah-hen-dah)</p>	<p><b>Key Knowledge</b> (el) lunes (el) martes (el) miércoles (el) jueves (el) viernes (el) sábado (el) domingo</p> <p>el lunes juego al fútbol el martes practico natación</p> <p>¿Qué haces el viernes?</p> <p>Comer to eat (caw-mare) Beber to drink (beb-air)</p> <p>Como I eat/am eating (caw-mo) Bebo I drink/am drinking (beh-bo)</p> <p>Y tú? (and you?) (ee-TOO)</p>	<p><b>Key Knowledge</b> ¿Qué deportes practicas? (What sports do you do?) Juego al tenis, etc. or Practico natación, etc.</p> <p>¿Qué te gusta comer? (What do you like eating?)</p> <p>Me gusta el pescado (I like fish)</p> <p>Me gustan las manzanas (I like apples)</p> <p>¿Qué te gusta beber? (What do you like drinking?)</p> <p>Me gusta el agua (I like water)</p> <p>Me gustan los batidos (I like milkshakes)</p>	

		críquet, al baloncesto Practico gimnasia, natación, atletismo, ciclismo, equitación	healthy) m/f singular ¿Es malo/mala para la salud? (is it unhealthy) m/f singular ¿Son buenos/buenas para la salud? (are they healthy) m/f plural ¿Son malos/malas para la salud? (are they unhealthy) m/f plural Bueno (bwen-oh), buena (bwen-ah), malo (mal-o), mala (mal-ah), para la salud (para/la/sal-uth)	iComed! Eat (com-eth) iBebed! Drink (beh-eth)			
<p><b>Topic Vocabulary -</b>                  Juego al fútbol, al tenis, al críquet, al baloncesto, Practico gimnasia, natación, atletismo, ciclismo, equitación, Juego al fútbol, al tenis, al críquet, al baloncesto, Practico gimnasia, natación, atletismo, ciclismo, equitación, ¿Qué deportes practicas?, Juego al fútbol, al tenis, al críquet, al baloncesto, Practico gimnasia, natación, atletismo, ciclismo, equitación, Las manzanas apples, El pescado fish, El chocolate chocolate, La coca cola coca cola, El agua wáter, Las patatas fritas crisps or chips, Los caramelos sweets, El helado ice cream, El zumo de naranja orange juice, El pan bread, El pescado fish, La carne meat, La ensalada salad, Las verduras vegetables, Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo, el lunes juego al fútbol, el lunes juego al fútbol, el martes practico natación</p>							
<b>DT</b>  <b>Topic Focus</b> Hydraulics/ Pneumatics - Using Syringes	<b>NC Objective</b> I know what hydraulics and pneumatics are. <i>I know how to use research and develop a</i>	<b>NC Objective</b> I know that products are designed for different purposes and users.	<b>NC Objective</b> I know that products are designed for different purposes. I know that the products purpose	<b>NC Objective</b> I know that products are designed for a specific purpose or audience in mind.	<b>NC Objective</b> I know how to design a product for a specific purpose or audience.	<b>NC Objective</b> I know how to use simple decorative techniques. I know how to measure, cut and join materials	<b>NC Objective</b> I know how to evaluate your own product identifying any strengths and any areas for development against the original specifications.

Term: Spring 1

Year Group: Year 4

<p><a href="https://www.youtube.com/watch?v=5QqinrOcbIM">https://www.youtube.com/watch?v=5QqinrOcbIM</a></p>	<p><i>design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group.</i></p>	<p>To evaluate products and identify ideas to use in our own work. To make labelled diagrams from different view showing specific features.</p>	<p>affects the materials used.</p>	<p>I know the aesthetic qualities of a design. I know how to design a product for a specific purpose or audience. <i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</i></p>	<p>I know how to make a plan of how to make the product. <i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</i></p>	<p>together to make a product.</p>	<p>I know how to identify any changes that I would make if I repeated the task. <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p>
<p><b>Activity</b> The children will use the Learn Pads to discover and research what hydraulics and pneumatics are.</p>	<p><b>Activity</b> Read the design brief and the purpose of creating a product. The children will draw 3 different versions of</p>	<p><b>Activity</b> The children will answer different questions about the product that they are going to design and make. Which materials are used to make the products you</p>	<p><b>Activity</b> The children will design a product for a set purpose. The children will decide who/what purpose they are going to design their product for.</p>	<p><b>Activity</b> The children will choose their final design and draw a detailed diagram that includes the way they will attach their product to the base.</p>	<p><b>Activity</b> The children will make their product.</p>	<p><b>Activity</b> The children will make their product.</p>	<p><b>Activity</b> What would you say are the strengths of your product?  Does your product meet your original criteria? How?</p>

		<p>their product, labelling the features. To evaluate products and identify ideas to use in our own work. To make labelled diagrams from different view showing specific features.</p>	<p>have seen? Are any suitable for young children? If so which ones? What is the main purpose of your product? What does it do? What special effects can you see on your product? List features that you think are essential to all your products? List all the different fastenings/joins you have noticed. Which design features from your research might you want to use in your own design? Why have you chosen this feature?</p>	<p>The children will create 3 design ideas.</p>	<p>The children will plan how to make the product, by listening the materials and equipment that they are going to use.</p>		<p>Did you change anything during the making process?  What? Was it hard to make? Why/ why not?  Are you pleased with your finished product? Why? How could you make it better?</p>
<p><b>Key Knowledge</b> The children will understand the terms hydraulics and pneumatics.</p>	<p><b>Key Knowledge</b> The children will understand that products are designed for different purposes and users.</p>	<p><b>Key Knowledge</b> I know that products are designed for different purposes. I know that the products purpose</p>	<p><b>Key Knowledge</b> I know that products are designed for a specific purpose or audience in mind.</p>	<p><b>Key Knowledge</b> I know how to design a product for a specific purpose or audience. I know how to make a plan of how</p>	<p><b>Key Knowledge</b> I know how to use simple decorative techniques. I know how to measure, cut and join materials</p>	<p><b>Key Knowledge</b> I know how to evaluate your own product identifying any strengths and any areas for development against the original specifications.</p>	

Term: Spring 1

Year Group: Year 4

			affects the materials used.	I know the aesthetic qualities of a design. I know how to design a product for a specific purpose or audience.	to make the product.	together to make a product.	I know how to identify any changes that I would make if I repeated the task.
<b>Topic Vocabulary -</b> Hydraulics, pneumatics, purposes, version, design brief, product, materials, audience, aesthetic, qualities, evaluate, development, specifications, changes, criteria.							
<b>Music</b>  <b>Topic Focus</b> Brass	<b>NC Objective</b> Brass <b>External Provider</b>	<b>NC Objective</b> Brass <b>External Provider</b>	<b>NC Objective</b> Brass <b>External Provider</b>	<b>NC Objective</b> Brass <b>External Provider</b>	<b>NC Objective</b> Brass <b>External Provider</b>	<b>NC Objective</b> Brass <b>External Provider</b>	<b>NC Objective</b> Brass <b>External Provider</b>
	<b>Activity</b> <b>External Provider</b>	<b>Activity</b> <b>External Provider</b>	<b>Activity</b> <b>External Provider</b>	<b>Activity</b> <b>External Provider</b>	<b>Activity</b> <b>External Provider</b>	<b>Activity</b> <b>External Provider</b>	<b>Activity</b> <b>External Provider</b>
	<b>Key Knowledge</b> <b>External Provider</b>	<b>Key Knowledge</b> <b>External Provider</b>	<b>Key Knowledge</b> <b>External Provider</b>	<b>Key Knowledge</b> <b>External Provider</b>	<b>Key Knowledge</b> <b>External Provider</b>	<b>Key Knowledge</b> <b>External Provider</b>	<b>Key Knowledge</b> <b>External Provider</b>
	<b>Topic Vocabulary -</b>						
<b>PSHE</b>  <b>Topic Focus</b> Living in the Wider World	<b>NC Objective</b> I know about respect for self and others.	<b>NC Objective</b> I know about rights and responsibilities as members of families.	<b>NC Objective</b> I understand about different groups and communities	<b>NC Objective</b> I know how to respect diversity and equality and how to be a productive	<b>NC Objective</b> I know about the importance of respecting and protecting the environment.	<b>NC Objective</b> I know about where money comes from, keeping it safe and the importance of	<b>NC Objective</b> I have a basic understanding of enterprise.



Term: Spring 1

Year Group: Year 4

<p><b>Topic Focus</b> Making Games</p>	<p>I understand what a sprite is and can create a sprite in scratch.</p>	<p>I know how to create a background image.</p>	<p>I understand what computer animation is and where it is used in games that I play. I can animate my own sprite.</p>	<p>I understand Artificial Intelligence and why it is used in computer games.</p>	<p>I understand why scores and timers are important to computer games.</p>	<p>I understand how games can be improved.</p>	<p>I can make improvements to my game.</p>
	<p><b>Activity</b> The children will create a sprite.</p>	<p><b>Activity</b> The children will learn what a stage in Scratch is and how to create their own background image for the stage.</p>	<p><b>Activity</b> Discuss and ask the children to identify different types of animation in popular computer games or computer games that children play.</p>	<p><b>Activity</b> Discuss and ask the children to identify the different types of artificial intelligence built into popular computer games or computer games that the children might play.  The children will begin to build player interaction into their game.</p>	<p><b>Activity</b> Discuss and ask the children to identify where scores and timers are used in computer games that they are familiar. The children will begin to build score systems and timers into their game.</p>	<p><b>Activity</b> Extras 1 - Activities to make improvements to the game that they have already created.</p>	<p><b>Activity</b> Extras 2 - Activities to make improvements to the game that they have already created.</p>
	<p><b>Key Knowledge</b> Children can explain what a sprite is. <b>What is a sprite?</b></p>	<p><b>Key Knowledge</b> Children can explain what a stage is. <b>What is the stage?</b></p>	<p><b>Key Knowledge</b> Children can explain how variables are used in games. <b>What is animation?</b> <b>What types of animation are used</b></p>	<p><b>Key Knowledge</b> Children can explain what artificial intelligence is. <b>What is artificial intelligence?</b> <b>Why do games use artificial intelligence?</b></p>	<p><b>Key Knowledge</b> Children can explain how to create a scoring system and timer into a game. <b>Why are scores and timers important in a computer game?</b></p>	<p><b>Key Knowledge</b> <b>How can you improve a computer game?</b></p>	<p><b>Key Knowledge</b> <b>How can you improve a computer game?</b></p>

Term: Spring 1

Year Group: Year 4

in the games that you play?  
What is a variable?

Where is artificial intelligence used in the games that you play?  
Why is player interaction important in computer games?  
What interactions do you make with the computer games that you play?

Do any of the computer games you play use scores and timers and how do they use them?

**Topic Vocabulary -**  
Sprites, Animation, Artificial Intelligence, Player Interaction