**Term:** Autumn **Year Group:** Year 4

Life in all its fullness - through learning and love.

St Mary & St Paul's CE Primary School

**Termly Foundation Plan**

| Subject | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 |
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| **Computing**<br><br>**Topic Focus**<br>Back to the Future | **NC Objective**<br>Back to the Future<br>I understand cyber bullying. | **NC Objective**<br>Back to the Future<br>I know the changes in technology over time. | **NC Objective**<br>Back to the Future<br>I can research inventors of key technologies. | **NC Objective**<br>Back to the Future<br>I can identify some components of a computer. | **NC Objective**<br>Back to the Future<br>I can introduce the link between hard and software including programming. | **NC Objective**<br>Back to the Future<br>I understand future technology/trending technology. | **NC Objective**<br>Back to the Future<br>I can present what I have learnt and reflect upon this. |
| | **Key Knowledge**<br>Children will understand how to stay safe online. | **Key Knowledge**<br>Children understand that technology is evolving and becoming more advanced.<br><br>Children are familiar with Moore's law as a concept.<br><br>**How has technology changed over** | **Key Knowledge**<br>Children research a particular invention and document findings their wiki.<br><br>**Why do we use online blogs and wikis?**<br><br>**What is a blog?**<br><br>**What is the advantage of using blogs?** | **Key Knowledge**<br>Children gain an understanding of the main components of a computer.<br><br>Create a tour of the main computer components, using appropriate technology.<br><br>Children are able to upload their video to their Edmodo | **Key Knowledge**<br>Children are able to participate in a discussion about modern technology and communication.<br><br>Children understand how Google works and are able to post their findings to their blog.<br><br>**What is Google?** | **Key Knowledge**<br>Children have a greater understanding of new technologies.<br><br>Children are able to search online as well as able to post their findings to their blog.<br><br>**What do we mean by the term.....?**<br><br>**What is.....used for?**<br><br>**How can this** | **Key Knowledge**<br>Children to reflect on what they have learned and present to the class. |

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| | | **time?**<br><br>**What is a blog?** | | profile. | **What is a search engine?**<br><br>**How does a search engine work?** | **technology help us?** | |
| | **Vocabulary –**<br>e-safety, technology, evolving, Moore's law, blog, communication, search engine, illustrations<br><br>**New Vocabulary –**<br>Invention, WIKI, Components, Floppy Disk | | | | | | |
| **History**<br><br>**Topic Focus**<br>Anglo-Saxons and Scots | **NC Objective**<br>Anglo-Saxons and Scots<br>I know where the Anglo-Saxons and Scots came from. | **NC Objective**<br>Anglo-Saxons and Scots<br>I know how, when and why the Anglo-Saxons and Scots invaded Britain. | **NC Objective**<br>Anglo-Saxons and Scots<br>I know how the Anglo-Saxons changed Britain. | **NC Objective**<br>Anglo-Saxons and Scots<br>I understand what life was like in Anglo-Saxon Britain. | **NC Objective**<br>Anglo-Saxons and Scots<br>I know about Anglo-Saxon runes and what the different symbols represent. | **NC Objective**<br>Anglo-Saxons and Scots<br>I know about the legend of king Arthur. | **NC Objective**<br>Anglo-Saxons and Scots<br>I can design and make an Anglo-Saxon brooch. |
| | **Key Knowledge**<br>Understand where the Anglo-Saxons and Scots came from.<br>Develop a chronologically secure knowledge and understanding of British, local and world | **Key Knowledge**<br>Anglo-Saxon invasions.<br>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. | **Key Knowledge**<br>Anglo-Saxon settlements and kingdoms: place names and village life.<br>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.<br>To understand how the Anglo- Saxons changed Britain. | **Key Knowledge**<br>Anglo-Saxon art and culture.<br>Understand how our knowledge of the past is constructed from a range of sources.<br>To understand what life was like in Anglo-Saxon Britain. | **Key Knowledge**<br>Anglo-Saxon art and culture.<br>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.<br>To know about Anglo-Saxon runes | **Key Knowledge**<br>Anglo-Saxon art and culture. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.<br>To know about the legend of King Arthur. | **Key Knowledge**<br>Design and make an Anglo-Saxons brooch. |

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| | history, establishing clear narratives. Britain's settlement by Anglo- Saxons and Scots. Anglo-Saxon invasions. | To understand how, when and why the Anglo-Saxons and Scots invaded Britain. | | | and what the different symbols represent. | | |
| | **New Vocabulary** – King Arthur, Anglo-Saxon, Scots, England, Map, British, World History, Settlement, Invasion, Kingdoms, Culture, Runes, Symbols, Past, Brooch. | | | | | | |
| **Modern Foreign Language Spanish**<br><br>**Topic Focus**<br>What Do You Like to Do? | **NC Objective**<br>What Do You Like to Do?<br>I know and can understand verbs that express liking, disliking, loving and hating. | **NC Objective**<br>What Do You Like to Do?<br>I can participate in a role-play with a partner.<br>I can pronounce 'j' correctly. | **NC Objective**<br>What Do You Like to Do?<br>I know and can participate in a long role-play with a partner.<br>I can recognise and use connectives.<br>I can pronounce soft 'c' correctly. | **NC Objective**<br>What Do You Like to Do?<br>I can say what I like doing in a sentence.<br>I can pronoun 'I' correctly. | **NC Objective**<br>What Do You Like to Do?<br>I can build sentences from a word bank. | **NC Objective**<br>What Do You Like to Do?<br>I can differentiate between an 'ar' verb infinitive and an 'ar' verb in 1st person singular form.<br>I can pronounce 'ue' correctly. | **NC Objective**<br>What Do You Like to Do?<br>I can complete the spelling of word/sentences from memory. |
| | **Key Knowledge**<br>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | **Key Knowledge**<br>Use a dictionary.<br>Take part in a role play, to explain what they like, dislike, love and hate. | **Key Knowledge**<br>Use a dictionary.<br>Take part in a role play, to explain what they like, dislike, love and hate. | **Key Knowledge**<br>Use a dictionary.<br>To build a sentence, using a word bank to explain what they like, dislike, love and hate. | **Key Knowledge**<br>Write words and phrases from memory.<br>To build a sentence, using a word bank to explain what they like, dislike, love and hate. | **Key Knowledge**<br>Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns, adjectives (place and agreement), conjugation of key verbs (and making verbs negative), | **Key Knowledge**<br>Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing. |

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| | | | | | | connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. | |
| | **New Vocabulary –**<br>Me gusta, no me gusta, me enchanta, Odio, Nadar, Bailar, Canter, Salter, Tocar la guitarra/ed piano, Mirar la television, Escuchar musica, Jugar al futbol/tenis, Trabajar en mi ordenador, patinar, pintar. Montar en bici, Prefiero, Juego, Nado, Toco, Patino, Bailo, Canto, Trabajo, Eschucho, Pinto, Monto. | | | | | | |
| **Music**<br><br>**Topic Focus**<br>Brass | **NC Objective**<br>Brass<br>**External Provider** | **NC Objective**<br>Brass<br>**External Provider** | **NC Objective**<br>Brass<br>**External Provider** | **NC Objective**<br>Brass<br>**External Provider** | **NC Objective**<br>Brass<br>**External Provider** | **NC Objective**<br>Brass<br>**External Provider** | **NC Objective**<br>Brass<br>**External Provider** |
| | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** |
| **Design Technology**<br><br>**Topic Focus**<br>Make a House | **NC Objective**<br>Make a House<br>I can discuss houses. | **NC Objective**<br>Make a House<br>I know how to design my house. | **NC Objective**<br>Make a House<br>I know how to design my house. | **NC Objective**<br>Make a House<br>I know how to use my design to make a house. | **NC Objective**<br>Make a House<br>I know how to use my design to make a house. | **NC Objective**<br>Make a House<br>I know how to use my design to make a house. | **NC Objective**<br>Make a House<br>I can evaluate my house. |
| | **Key Knowledge**<br>The children will understand what materials houses are | **Key Knowledge**<br>The children will use research to develop a | **Key Knowledge**<br>The children will understand how to generate, develop and model their ideas as a | **Key Knowledge**<br>The children will use the most suitable and correct materials to create | **Key Knowledge**<br>The children will use the most suitable and correct materials | **Key Knowledge**<br>The children will use the most suitable and correct materials to create their house. | **Key Knowledge**<br>The children will evaluate their houses, using their |

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| | made from. The children will mind map ideas in groups exploring how they are going to create/make their house. | design criteria.<br><br>The children will understand the purpose of creating a house.<br><br>The children will understand who the target audience is. | group through a discussion.<br><br>The children will create annotated sketches, cross-sectional and exploded diagrams, prototypes, and pattern pieces. | their house. | to create their house. | | design criteria. |
| | **Vocabulary –**<br>Design, Make, Evaluate, Technical Knowledge, Houses, Materials, Bricks, Wood, Cement, Bungalows, Flats, Apartments, 3-Story Houses, Semi Detached, Detached, Caravan, Straw, Terrace, Purpose, Audience, Design Criteria, Sketches, Pattern Pieces, Textiles<br><br>**New Vocabulary –**<br>Appealing, Cross-Sectional, Exploded Diagrams, Prototype, Components, Aesthetic, Analyse. | | | | | | |

| **Subject** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** |
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| **Art**<br><br>**Topic Focus**<br>Colouring/Paint Jigsaw Pictures | **NC Objective**<br>INSET | **NC Objective**<br>Colouring/Paint Jigsaw Pictures<br>I know how to create a sketch book from an A3 piece of paper. | **NC Objective**<br>Colouring/Paint Jigsaw Pictures<br>I know how to mix paints and create a colour wheel. | **NC Objective**<br>Colouring/Paint Jigsaw Pictures<br>I know how to paint using different materials. | **NC Objective**<br>Colouring/Paint Jigsaw Pictures<br>I know how to use a range of brushes to create different effects. | **NC Objective**<br>Colouring/Paint Jigsaw Pictures<br>I know how to create a line picture. | **NC Objective**<br>Colouring/Paint Jigsaw Pictures<br>I know how to create a jigsaw picture. |
| | **Key Knowledge**<br>INSET | **Key Knowledge**<br>Understand how to create a sketch | **Key Knowledge**<br>Understand how to create colours | **Key Knowledge**<br>Understand how to use everyday | **Key Knowledge**<br>Understand how different types | **Key Knowledge**<br>The children will understand how to | **Key Knowledge**<br>The children will use strengths and |

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| | | book from an A3 piece of paper. | using only the primary colours. | objects to create paintings. | of brushes have different outcomes. | create an effective line drawing. | weaknesses to evaluate their designs and choose their favourite. |
| | **Vocabulary –**<br>Paper, A3, Sketch, Book, Colouring, Painting, Jigsaw, Colours, Water Colours, Block Painting, Line, Strengths, Weaknesses, Colour Wheel, Primary, Secondary, Brushes, Technique, Effective, Emotions, Warm, Light. | | | | | | |
| **Geography**<br><br>**Topic Focus**<br>Earthquakes | **NC Objective**<br>Earthquakes:<br>What Makes the Earth Rumble<br>I know some of the effects of plate tectonics. | **NC Objective**<br>Earthquakes:<br>What Makes the Earth Rumble<br>I know what causes earthquakes. | **NC Objective**<br>Earthquakes:<br>What Makes the Earth Rumble<br>I know how earthquakes are measured. | **NC Objective**<br>Earthquakes:<br>What Makes the Earth Rumble<br>I know about the effects of seismic waves. | **NC Objective**<br>Earthquakes:<br>What Makes the Earth Rumble<br>I know what life is like in an earthquake zone. | **NC Objective**<br>Earthquakes:<br>What Makes the Earth Rumble<br>I know what life is like in an earthquake zone. | **NC Objective**<br>Earthquakes:<br>What Makes the Earth Rumble<br>I know how to make an earthquake proof structure using simple materials. |
| | **Key Knowledge**<br>Understand how tectonic plates work.<br><br>Consider the effects felt at the surface of the Earth when plate tectonics move.<br><br>Identify the layers of the earth and how earthquakes | **Key Knowledge**<br>Understand where earthquakes happen.<br><br>Explain the different between earthquake hot spots and the tectonic plate boundaries. | **Key Knowledge**<br>Understand what happens when tectonic plates move.<br><br>Understand what seismic waves are and what effect they have during an earthquake.<br><br>Understand how seismic waves are recorded and measured through | **Key Knowledge**<br>Understand how to keep safe in an earthquake.<br><br>Compare the strengths of earthquakes. | **Key Knowledge**<br>Understand life in an earthquake zone.<br><br>Understand the precautions and preparations required before an earthquake. | **Key Knowledge**<br>Understand how their surroundings might behave in an earthquake and undergo an earthquake drill in the classroom. | **Key Knowledge**<br>Understand how buildings are constructed to withstand damage from earthquakes.<br><br>Identify some of the factors that make buildings earthquake proof.<br><br>Make an earthquake-proof structure using marshmallows and |

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| | occur. | | making a seismograph. | | | | straws on a ground of jelly. |
| | **New Vocabulary –**<br>Epicentre, Shock Wave, Magnitude, Richter, Mercalli, Earthquakes, Developing Country. | | | | | | |
| **Modern Foreign Language Spanish**<br><br>**Topic Focus**<br>Weather | **NC Objective**<br>INSET | **NC Objective**<br>Weather<br>I know methods of transport.<br>I know how to write transport words. | **NC Objective**<br>Weather<br>I know Spanish speaking countries. | **NC Objective**<br>Weather<br>I know different types of weather. | **NC Objective**<br>Weather<br>I know types of weather from prior learning. | **NC Objective**<br>Weather<br>I know how to say a sentence that expresses time, matter and place. | **NC Objective**<br>Weather<br>I know key sounds and can link spoken and written sounds. |
| | **Key Knowledge**<br>INSET | **Key Knowledge**<br>Understand different methods of transport.<br><br>Explain how one travels to school.<br><br>Answer questions that require a method of transport answer.<br><br>Understand how to write a sentence that explains how they travel to school. | **Key Knowledge**<br>Understand what countries in the world speak Spanish.<br><br>Understand how to pronounce 'X' correctly. | **Key Knowledge**<br>Understand different types of weather.<br><br>Be able to answer the 'what is the weather like?' question. | **Key Knowledge**<br>Understand different types of weather.<br><br>Ask and give answers to questions.<br><br>Understand how to pronounce 'll' correctly. | **Key Knowledge**<br>Understand how to say a sentence that expresses time, manner and place.<br><br>Understand how to manipulate language in a writing task. | **Key Knowledge**<br>Understand Spanish pronunciation rules. |

**Term:** Autumn **Year Group:** Year 4

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| | **New Vocabulary –**<br>en Coche, en tren, en bici, a pie, en autobus, en moto, en Avion, en barco, Mexico, Cuba, Espana, Argentina, Peru, Chile, Esta lloviendo, esta nevando, esta nublado, hace frio, hace calor, hace sol, hace viento, hay niebla, esta tormentoso, el lunes, el mertes, elmiercoles, el jueves, el Sabado, el Domingo. | | | | | | |
| **Music**<br><br>**Topic Focus**<br>Brass | **NC Objective**<br>Brass<br>**External Provide** | **NC Objective**<br>Brass<br>**External Provide** | **NC Objective**<br>Brass<br>**External Provide** | **NC Objective**<br>Brass<br>**External Provide** | **NC Objective**<br>Brass<br>**External Provide** | **NC Objective**<br>Brass<br>**External Provide** | **NC Objective**<br>Brass<br>**External Provide** |
| | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** | **Key Knowledge**<br>**External Provider** |
| **PSHE**<br><br>**Topic Focus**<br>Health and Wellbeing | **NC Objective**<br>Health and Wellbeing<br>I know what it is meant by a healthy lifestyle. | **NC Objective**<br>Health and Wellbeing<br>I know how to maintain and manage risks of a physical, mental and emotional health and wellbeing. | **NC Objective**<br>Health and Wellbeing<br>I know ways to keep physically and emotionally safe. | **NC Objective**<br>Health and Wellbeing | **NC Objective**<br>Health and Wellbeing<br>I know how to make informed choices about health and wellbeing and to recognise sources of help with this. | **NC Objective**<br>Health and Wellbeing<br>I know how to respond in an emergency. | **NC Objective**<br>Health and Wellbeing<br>I know how to identify different influences on health and wellbeing. |
| | **Key Knowledge**<br>Understand what a healthy lifestyle is.<br><br>To understand how to develop and maintain a healthy relationship. | **Key Knowledge**<br>To understand the different between the terms, 'risk', 'danger' and 'hazard'.<br><br>To understand how to recognise, predict and assess | **Key Knowledge**<br>To recognise how their increasing independence brings increased reasonability to keep themselves and others safe.<br><br>How to recognise and manage | **Key Knowledge**<br>To understand about change, including transitions (between key stages), loss and separation. | **Key Knowledge**<br>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. | **Key Knowledge**<br>To understand how to respond in an emergency. | **Key Knowledge**<br>To understand how pressure to behave in unacceptable, unhealthy and risky ways can come from a variety of sources, including people they know |

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| | | risks in different situations and decide how to manage them responsibly (sensible road use and risks in their local environment). | emotions within a range of relationships. | | | | and the media.<br><br>To understand how to recognise risky or negative relationships including all forms of bullying. |
| | **Vocabulary** –<br>Relationships, Change, Health, Lifestyle, Risk, Danger, Hazard, Risks, Independence, Safety, Responsibility, Emotions, Transitions, Routines, Emergency, Response, Pressure, Behaviour, Unhealthy, Healthy, Bullying, Positive, Negative, Media.<br><br>**New Vocabulary** – Viruses, Bacteria. | | | | | | |