

Term: Summer 1

Year Group: Year 4

	Explore where Spain is located on a map in comparison to the equator.	To understand that where Spain is located in the world influences the climate and weather.	To understand where the mountains are in Spain.	To understand that life in Spain is different to the life in Prescott.	To build knowledge about the products that Spain produces. To build knowledge on Spanish transport.	To understand that tourism brings positives and negatives to a country. To explore the landmarks of Madrid.	To understand that Spain is different and similar to the UK.
<p>Vocabulary - Equator, Spain, Mountains, Climate, Tropical, Statistics, Rivers, Transportations, Coast, Landscape, Settlements, Physical/Human Geography, Housing, Euro, Compass, Compass Points, North, East, South, West, North-East, South-East, North-West, South-West, Temperature, Climate, Tour Guide, Landmark, Sightseeing</p> <p>New Vocabulary - Settlements, Vegetation, Terrain, Balearic Island, Pyrenees, Sierra Nevada, River Tagus, Ordinal Points, Arid, Frigid, Palacio Real, Cathedral de la Almudena, Puerta del Sol, Santiago Bernabeu Stadium, Plaza de Toros.</p>							
<p>Modern Foreign Language Spanish</p> <p>Topic Focus - Months of the Year</p>	<p>NC Objectives - Summer 1</p> <p>I can say the months of the year in Spanish using correct pronunciation I can read the months of the year in Spanish I can write the months of the year in Spanish</p>			<p>NC Objectives - Summer 2</p> <p>I can name a selection of animals in Spanish using the correct pronunciation. I can read the names of animals in Spanish. I can write the names of animals in Spanish. I can say what pet I have and ask someone else</p>			<p>NC Objective Assessment</p>
<p>Topic Focus - Animals</p>	<p>Key Knowledge</p> <p>enero — January. febrero — February. marzo — March. abril — April. mayo — May.</p>			<p>Key Knowledge</p> <p>Tengo - I have Tiene mascotas - do you have any pets perro - Dog cachorro - Puppy gato - Cat</p>			<p>Key Knowledge Assessment</p>

	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider
<p>Art</p> <p>Topic Focus</p> <p>Sculpture - Day Work</p>	<p>NC Objective Plan, design and make models from observation or imagination. I can explore the artist Anthony Gormley and explore his sculptor work.</p>	<p>NC Objective Plan, design and make models from observation or imagination.</p>	<p>NC Objective Join clay adequately and construct a simple base for extending and modelling other shapes. I can use clay to create a model.</p>	<p>NC Objective Join clay adequately and construct a simple base for extending and modelling other shapes. I can add texture to my model using tools.</p>	<p>NC Objective Review what they and others' have done and say what they think and feel about it.</p>	<p>NC Objective Review what they and others' have done and say what they may change or improve in the future.</p>	<p>NC Objective Assessment</p>
	<p>Key Knowledge The children will learn and gather information about the artist Anthony Gormley.</p>	<p>Key Knowledge The children will learn about the clay men that Anthony Gormley creates. The children will design their own clay man using Anthony Gormley as an inspiration. Give opinions on artists work.</p>	<p>Key Knowledge The children will prepare their clay for sculpting. The children will create their clay man design using different tools.</p>	<p>Key Knowledge The children will complete their sculpture from last week and begin to finish their pieces off to a high standard, using different tools to create texture.</p>	<p>Key Knowledge The children will learn how to evaluate another child's sculpture.</p>	<p>Key Knowledge The children will learn how to evaluate their own sculpture using their original plan. Reviewing and evaluating their art work and writing positive/constrictive feedback.</p>	<p>Key Knowledge Assessment</p>

<p>Vocabulary - Clay, dough, cutting, modelling, creating, rope, matchsticks, lolly sticks, texture, knead, malleable, slip, smooth, mould, sculpture, rib, smoothing tool, needle tool, fettling knife, loop tool, clean-up tool, evaluation.</p> <p>New Vocabulary - Malleable, Sculpture, Needle Tool, Fettling Knife, Clean-up Tool.</p>							
<p>PSHE</p> <p>Topic Focus</p> <p>Sex and Relationships</p>	<p>NC Objective To Explore the Human Lifecycle. To Identify Some Basic Facts about Puberty.</p>	<p>NC Objective To Explore the Human Lifecycle. To Identify Some Basic Facts about Puberty.</p>	<p>NC Objective To explore how puberty is linked to reproduction.</p>	<p>NC Objective To explore how puberty is linked to reproduction.</p>	<p>NC Objective To explore respect in range of relationships. To discuss the characteristic of healthy relationship.</p>	<p>NC Objective To explore respect in range of relationships. To discuss the characteristic of healthy relationship.</p>	<p>NC Objective Assessment</p>
	<p>Key Knowledge Understand that puberty is an important stage in the human lifecycle. Know some changes that happen during puberty.</p>	<p>Key Knowledge Understand that puberty is an important stage in the human lifecycle. Know some changes that happen during puberty.</p>	<p>Key Knowledge Know about the physical and emotional changes that happen in puberty. Understand that children change into adults to be able to reproduce if they chose to.</p>	<p>Key Knowledge Know about the physical and emotional changes that happen in puberty. Understand that children change into adults to be able to reproduce if they chose to.</p>	<p>Key Knowledge Know that respect is important in all relationship including online. Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>Key Knowledge Know that respect is important in all relationship including online. Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>Key Knowledge Assessment</p>
<p>New Vocabulary -</p>							

	Puberty, Lifecycle, Reproduction, Physical, Breasts, Sperm, Egg, Pubic Hair, Emotional, Feelings.						
<p>Computing</p> <p>Topic Focus</p> <p>Hurray for Hollywood</p>	<p>NC Objective Children are able to identify what makes good footage.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>NC Objective Devise character, plot and create a storyboard.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>NC Objective The children will use their storyboard to produce a script for the movie. Children to record their movie.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>NC Objective The children will use their storyboard to produce a script for the movie. Children to record their movie.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>NC Objective The children will import and organise film clips.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>NC Objective The children will edit and enhance their footage onto a project timeline using iMovie.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>NC Objective I can apply the finishing touches before sharing the movie.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

	<p>Key Knowledge Children are able to record video footage. Children are able to evaluate the footage they have captured. How could you improve that clip? Why did you choose to record from that angle?</p>	<p>Key Knowledge The children will plan their production, thinking about what happens in the scene, who the main characters are.</p>	<p>Key Knowledge The children can identify the most appropriate way to record their movie. The children can produce a movie script. What camera angles are you going to use? How are you going to record your film?</p>	<p>Key Knowledge The children can identify the most appropriate way to record their movie. The children can produce a movie script. What camera angles are you going to use? How are you going to record your film?</p>	<p>Key Knowledge The children are going to import footage they have recorded into video editing software. The children can review their footage and select relevant clips. Why have you chosen that clip?</p>	<p>Key Knowledge The children will timeline clips from the gallery. The children are able to edit clips on the timeline. How did you edit the footage? Why have you put the clips in that order? How did you split those clips?</p>	<p>Key Knowledge The children will add titles, music and sound effects. What sound effects have you added? Why? Why have you chosen that particular piece of music? What would you do differently next time?</p>
<p>New Vocabulary - Footage, Camera Angles, Storyboard, Captured, Clips, Rectified, Script.</p>							

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<p>History Topic Focus A Local History Study - Prescott</p>	<p>NC Objective To develop pre-existing map skills and become familiar with digital maps and the</p>	<p>NC Objective I understand the history of Prescott and how this relates to the Anglo-Saxons.</p>	<p>NC Objective I know the history of my school and how it has changed through time. A depth study linked to one of</p>	<p>NC Objective Trip to Prescott Town Hall.</p>	<p>NC Objective I can use maps and my fieldtrip knowledge to study the history of landmarks and places in Prescott.</p>	<p>NC Objective I can use a map to look at landscape and consider different settlements and habitats in Prescott. A depth study linked to one of the British</p>	<p>NC Objective Assessment</p>

<p>idea of layering maps. A depth study linked to one of the British areas of study listed above. time tracing how several aspects of national history are reflected in the locality.</p>	<p>A depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects of national history are reflected in the locality.</p>	<p>the British areas of study listed above. time tracing how several aspects of national history are reflected in the locality.</p>			<p>A depth study linked to one of the British areas of study listed above. time tracing how several aspects of national history are reflected in the locality.</p>	<p>areas of study listed above. time tracing how several aspects of national history are reflected in the locality.</p>	
<p>Key Knowledge The children will have used paper maps and digit maps to understand the concept of scale and map layering. The children should be able to recognise features on a digital map at different scales.</p>	<p>Key Knowledge The children will find out the key history of Prescott.</p>	<p>Key Knowledge The children should be more aware of what's around their school and in their local area. The children will use maps to explore the local area.</p>	<p>Key Knowledge Trip to Prescott Town Hall.</p>		<p>Key Knowledge The children will recognise landmarks and sites of interest. The children should understand how to record information about a site. The children will use their fieldtrip knowledge to support their understanding of landmarks.</p>	<p>Key Knowledge The children should be able to think constructively, consider and present arguments from different perspectives and adapt accordingly. The children should be able to recognise suitable habitats and settlement based on the needs of a community and specific people.</p>	<p>Key Knowledge Assessment</p>
<p>Core Vocab Historical, Historian, Chronological order, evidence, sources, primary sources, secondary sources, artefacts, archeologist, historian, analyse, interpret, evaluate, research, theories.</p>							

	New Vocab Prescott, Town Hall, maps, layering, features, scales, local area, fieldtrip, landmarks, settlements, community, time, habitats, perspective.						
Music Topic Focus Brass	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider	NC Objective Brass External Provider
	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider	Key Knowledge External Provider
Design Technology Topic Focus Storybooks	NC Objective Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	NC Objective Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	NC Objective Select from and use a wider range of tools and equipment to perform practical tasks accurately. 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.	NC Objective Select from and use a wider range of tools and equipment to perform practical tasks accurately. 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.	NC Objective Select from and use a wider range of tools and equipment to perform practical tasks accurately. 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.	NC Objective Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	NC Objective Assessment

	<p>Key Knowledge The children are to create 2 designs.</p>	<p>Key Knowledge The children will identify strengths and weaknesses of their design ideas. The children will decide which design idea to develop.</p>	<p>Key Knowledge The children will develop skills on using cut slot, cutting internal shapes, use lolly sticks/card to make levers and linkages, use and explore complex pop ups, create nets.</p>	<p>Key Knowledge The children will develop skills on using cut slot, cutting internal shapes, use lolly sticks/card to make levers and linkages, use and explore complex pop ups, create nets.</p>	<p>Key Knowledge The children will develop skills on using cut slot, cutting internal shapes, use lolly sticks/card to make levers and linkages, use and explore complex pop ups, create nets.</p>	<p>Key Knowledge The children will identify strengths and weaknesses of their design ideas. The children will explain how the finished product could be improved. The children will discuss how well the finished product meets the design criteria and how well it meets the needs and the needs of the user.</p>	<p>Key Knowledge Assessment</p>
<p>Vocabulary - Linkages, Levers, Pivots, Sliding Parts, Pop Ups, Nets, Evaluate, Positive, Constructive, Aesthetic, High Standard, Development, Changes.</p> <p>New Vocabulary - Design Brief, Specifications, Criteria.</p>							
<p>PSHE Topic Focus Half term 1 - Relationship and Sex education (see separate plan)</p>	<p>NC Objective To understand good and not so good feelings.</p>	<p>NC Objective I know strategies for keeping physically and emotionally safe.</p>	<p>NC Objective I know how to recognise and respond appropriately to a wider range of feelings in others.</p>	<p>NC Objective I know how to recognise and care about other people's feelings.</p>	<p>NC Objective I know how to recognise that I may experience conflicting emotions and how to overcome them.</p>	<p>NC Objective I know how to recognise that I may experience conflicting emotions and how to overcome them.</p>	<p>NC Objective Assessment</p>
<p>Half term 2 -</p>	<p>Key Knowledge I can describe a range of feelings and emotions.</p>	<p>Key Knowledge I can recognise a range of feelings in other people.</p>	<p>Key Knowledge To use words and my body to describe and</p>	<p>Key Knowledge I can recognise a range of emotions. I can explain how we experience and</p>	<p>Key Knowledge I understand how feelings change in different situations.</p>	<p>Key Knowledge I can identify feelings in a range of situations and say whether they are</p>	<p>Key Knowledge Assessment</p>

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<p>Mental Health and Wellbeing</p>	<p>I can talk about the feelings people experiences in different situations. I know who, how and when to ask for help with my feelings.</p>	<p>I can use words to describe a bigger range of feelings. I know who I can ask for help with big feelings.</p>	<p>show lots of feelings. I am beginning to recognise how other people are feeling. I can ask for help with big feelings.</p>	<p>express different feelings. I can use some simple strategies for making myself and others feeling better.</p>	<p>I can describe the different feelings related to different situations. I can explain how to experiences and express and increasing range of feelings. I can identify who and what can help me manage and express my feelings.</p>	<p>positive or negative feelings. I can explain how things we may say, see, read or write outline can have the same effect on our and others' feelings as when we are face to face with someone. I can explain the intensity of different feelings using an emotional thermometer. I know when, who and how to ask for help with strong feelings.</p>	
<p>Vocabulary - Good feeling, not so good feelings, happy, sad, worried, confused, excited, calm, upset, face, expression, body language, emotions, online, social media, comfortable/uncomfortable, difficult, facial expressions, positive responses, big feelings, ignore, persevere, listen, body language, express feelings.</p> <p>New Vocabulary - Intensity</p>							