

Autumn Term 2 Small Steps Sequence

Year Four

‘Together we can
make a difference’



St Marys CE Primary

Our Value—Perserverence

‘I can do all things through Him who strengthen me.’ Philippians 4:13

Science

Sound

Prior learning

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Vocabulary for learning

sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation

Small step progression

Identify how sounds are made, associating some of them with something vibrating.

Recognise that vibrations from sounds travel through a medium to the ear.

Find patterns between the pitch of a sound and features of the object that produced it.

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

Explain what I know about sound

Outcome

The children can describe how sound travels in waves to the ear. They can explain how pitch is created.

History

How did the Romans change Britain?

Prior learning

The children know that the people that lived in Cornwall in the past were called the Celts. That the Egyptians were a civilisation that lived before the Romans. They learnt about the eruption of Pompeii in Extreme Earth topic.

Vocabulary for learning

Celts, tribe, settlement, empire, invasion, citizen, army, pilum, gladius, armour, tunic, caligae, galea, scutum, legionary, auxillary, evidence, artefact, chronology.

Small step progression

Use historical sources to find out about Boudica

Explain where the Romans settled in Britain.

Give examples of how the Romans designed buildings and structures to make a more efficient society

Give examples of evidence that survives from Roman buildings

Evaluate the impact of the Roman Empire on modern Britain.

Outcome

Children can talk about Boudica and give examples of Roman buildings. They can talk about the impact of the Roman invasion of Britain.

RE

How do festivals and family life show what matters to Jewish people?

Prior learning

This unit builds on that learning in Unit 1.7. Who is Jewish and how do they live?

Vocabulary for learning

Jewish, Shema, Shabbat, Star of David, kippah, kosher, mezuzah, challah bread, seder plate, matzah cover, chanukiah, mezuzot, Hebrew, Havdalah candle, synagogue

Small step progression

Understand how Jewish people show their beliefs about the importance of family and rest during Shabbat.

Understand why Jewish people celebrate Rosh Hashannah and Yom Kipper.

Understand why Pesach is important for Jews.

Understand what the commandments say about Jewish beliefs about God.

Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today.

Outcome

Children will have explored Jewish beliefs about God as expressed in the Shema. They can talk about what some Jewish people do during the Shabbat meal .

PSHE

Valuing Difference

Prior learning

Year 2 have previously looked at how we are all unique and special.

Vocabulary for learning

Adoption fostering politeness courtesy manners name calling prejudice race colour sexuality

Small step progression

Learn ways of showing respect through language and communication.

Recognise that there are many different types of families.

Identify the different communities that they belong to.

Identify different origins, national, regional, ethnic and religious backgrounds.

Recognise the factors that make people similar to and different from each other.

Recognise and explain why bullying can be caused by prejudice.

Outcome

The children understand that there are differences that make us all unique.

Computing

Creating media – audio production

Prior learning

Children should know that audio means sound, including music, sound effects and podcast. The children will have used tablets to record video in previous units, that also include audio. They should understand what a microphone and speaker are and why we need them to record audio. Some children maybe aware of audio recording Apps that can change your voices.

Vocabulary for learning

audio, input, output, microphone, speaker, podcast, waveform, jingle, track, presenter

Small step progression

Identify that sound can be recorded

Explain that audio recordings can be edited

Recognise the different parts of creating a podcast project

Apply audio editing skills independently

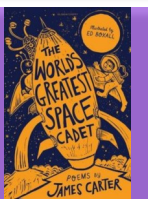
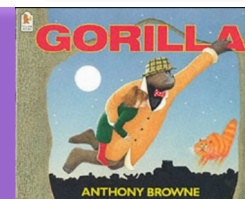
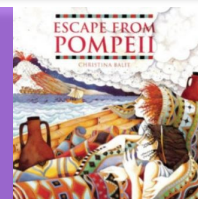
Combine audio to enhance my podcast project

Evaluate the effective use of audio

Outcome

The children can create an audio production using input and output devices.

Books linked to our learning



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DT

Food and Nutrition

Prior learning

Rec- Soup using seasonal vegetables - pumpkin
Year 1- Vegetable smoothies

Year 2- Healthy Wraps

Vocabulary for learning

criteria research texture innovative aesthetic
measure cross-contamination processed packag-
ing

Small step progression

Follow a baking recipe
Make and test a prototype
Design a biscuit to a given budget.
Make a biscuit that meets a given design brief.

Outcome

The children will be able to adapt a biscuit
recipe within a budget.

French

J’APPRENDS LE FRANÇAIS

Prior learning

The children will know that some sounds are pro-
nounced differently in French. They will be able to
recall some basic vocabulary.

Vocabulary for learning

Language necessary to ask and answer the question
‘How are you?’ in French. Numbers 1-10 and ten key
colours.

Small step progression

Understand that French is spoken in many countries
around the world.
Ask how someone is feeling in French.
Ask someone’s name and be able to respond.
Count to 10 in French.
Name 10 key colours in French.
Revise topics we have learnt this term.

Outcome

The children can say hello and goodbye and explain
how they are feeling. They can count to 10.

P.E Handball

In this unit, the children will develop simple attacking
tactics.

Prior learning

Children have developed passing and moving in small
groups. They have been introduced to shooting

Vocabulary for learning

Attacker, defender, transition, marking, free pass,
throw, intercepting, shooting

Small step progression

Develop passing and moving skills to keep possession
in small groups.
Transition between attack and defense tactics.
Develop shooting, knowing when and where to shoot.
Combine passing and moving to get create an attack.
Learn how to mark to keep possession.

Outcome

The children will be able to demonstrate their under-
standing of new learning by play a competition

P.E Problem Solving

In this unit, the children will apply teamwork skills to
solve challenges

Prior learning

The children have developed teamwork skills to com-
municate with a group of peers, taking in turns to
talk and share ideas.

Vocabulary for learning

Communication, tactics, teamwork, strategy, non-
verbal communication, verbal communication

Small step progression

Develop an understanding of effective team, looking
at cooperation.
Develop communication techniques.
Develop collaboration and communication tech-
niques.
Children will learn how to motivate others to work in
a team.
The children will complete problem solving tasks in
small groups.

Outcome

The children will be able to complete problems in
unfamiliar environments using learnt problem solv-
ing skills

In **Guided reading**, we will be continuing to read Stig of the Dump by Clive King

We will continue to practice our viper skills in our reading comprehension lessons. We will be focusing on inference and learning to look for clues in the text.

