

Autumn Term 1 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

Changing State

Prior learning

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Vocabulary for learning

Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle

Small step progression

Compare and group materials together, according to whether they are solids, liquids or gases

Identify the properties of solids and liquids

Explain how solids and liquids melt and solidify.

Explain evaporation using water as an example

Explain condensation using water as an example

Understand the changes of state in the water cycle

Explain what I know about changing states.

Outcome

The children can describe the physical properties of materials and explain the water cycle.

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

Order key dates of Roman expansion and the invasion of Britain on a timeline using BC and AD.

Show the expansion of the Roman Empire on a map of Europe.

Evaluate how the Roman army contributed to the expansion of the empire

Explain what Britain looked like just before the Romans invaded.

Compare the different invasion attempts.

Outcome

Children will be able to talk about the Roman army and talk about the expansion of the Roman Empire. They can order key events on a timeline.

RE

What do Christians learn from the Creation story?

Prior learning

God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer.

Vocabulary for learning

Christians, Creation, Creator, humans, ten commandments, instructions, Bible, guidelines.

Small step progression

Explore creation and nature all around us.

Make links between Genesis and what Christians believe about God and Creation.

Understand what Christians do believe because they believe God is creator.

Reflect on the importance the creation story for Christians living today and people who are not Christians.

Outcome

God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live.

PSHE

Me & My Relationships

Prior learning

Year 2 have previously recognised how people have different ways of expressing their feelings.

Vocabulary for learning

Cooperate compromise conflict point of view persuade respectful courteous apologise strategies

Small step progression

Explain why we have rules.

Know how to look after my friends and stay friends.

Recognise why friends may fall out and how to resolve issues.

Know how to look after my friends and stay friends.

Listen to and debate ideas and opinions with others with respect and courtesy

Recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.

Outcome

The children will be able to define friendship and understand how to be a good friend.

Computing

Computing systems and networks – the Internet

Prior learning

The children should have developed an understanding of inputs, processes, outputs, and digital and non-digital devices. They have been introduced to computing networks and looked at wireless access points and switches.

Vocabulary for learning

network, internet, world wide web, router, security, website, webpage, browse, domain, reliable

Small step progression

Describe how networks physically connect to other networks

Recognise how networked devices make up the internet

Outline how websites can be shared via the World Wide Web (WWW)

Describe how content can be added and accessed on the World Wide Web (WWW)

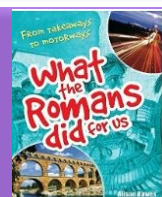
Recognise how the content of the WWW is created by people

Evaluate the consequences of unreliable content

Outcome

The children will understand how computing systems and networks relate to the internet.

Books linked to our learning



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Art/DT

**Drawing and Sketchbooks, Storytelling
through Drawing**

Prior learning

Introduced idea that we can interpret other people’s prose and make work in response. Introduced basic mark making and media exploration.

Vocabulary for learning

Quality of line, Line Weight, Medium, Graphite, Ink, Pen, Quill, Brush, Water-soluble, Poetry, Prose, Stage, Illustration, Inspiration, Interpretation, Original Source, Respond

Small step progression

Explore the work of artists who tell stories through imagery.

Use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing.

Create a finished piece which contains sequenced images to describe a narrative.

Display the work made through the half term and reflect on the outcomes.

Outcome

The children will be able to develop their drawing skills through different media.

Music

Let your spirit fly

Prior learning

The children will be able to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Vocabulary for learning

Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

Small step progression

Sing the song, ‘let your spirit fly’

Sing the song and play instrumental parts within it

Sing the song and improvise using voices within the song

Sing the song and improvise using instruments within the song

Sing the song and perform composition(s) within the song

Sing and perform compositions for a class performance

Outcome

The children will develop their understanding of R&B music, pulse, rhythm by singing and performing ‘Let your spirit fly.’

French

Phonics and Core Vocabulary

Prior learning

This is the first unit of French in the curriculum.

Vocabulary for learning

days of the week, months of the year, colours

Small step progression

Understand how some sounds are pronounced differently in French.

Understand how some sounds are pronounced differently in French.

Recognise, recall and spell the seven days of the week in French.

Recognise ten key colours in French.

Recognise, recall and spell the twelve months of the year in French.

Outcome

The children will understand that some sounds are pronounced differently in French.

PE

In this unit, children will develop their attacking skills to create shots on goal.

Prior learning

Children combined their passing and moving skills to move the ball to their teammates.

They started to look at shooting.

Vocabulary for learning

Attacker, defender, possession, chest pass, footwork

Small step progression

Improve their passing and moving skills to keep possession.

Explore the transition between defense and attack.

Understand how, where and why we shoot.

Move the ball up the court and shoot when best placed to do so.

Develop understanding of the footwork rule and how to land your feet when receiving a ball.

Outcome

The children will be able to play a mini tournament with their peers, using attacking and defensive skills to move the ball effectively.

P.E Health and Well-being

In this unit, the children will explore positive and negative emotions.

Prior learning

The children explored relaxation techniques and with meditative balances and visualisations.

Vocabulary for learning

Emotions, mindfulness, relaxed, expression, relaxation techniques, meditative balances, deep breathing, mime.

Small step progression

Express our emotions and movements through interpretation of music.

Work in pairs to express ourselves through a dynamic dance.

Bring emotions to life with mime.

Explore mindfulness techniques to manage negative emotions.

Develop meditative balances

Combat negative emotions with positive feelings.

Outcome

The children will be able to explain different techniques for managing negative emotions.

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

We will continue to develop our understanding of retrieval and vocabulary questions. We will be learning to use dictionaries to develop our knowledge of language.

