

# Spring 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

##### Animals including Humans

#### Prior learning

• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans)

#### Vocabulary for learning

Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars,

#### Small step progression

Identify functions of the types of teeth.  
Identify the different types of teeth in the human and their simple functions.  
Describe the basic functions of the digestive system in humans.  
Describe the basic functions of the digestive system in humans.

#### Outcome

The children will be able to explain how the digestive system works in humans.

#### History

Why did the Maya Civilisation come to an end?

#### Prior learning

They know that a civilisation is a group of people with their own language, discoveries and ways of living such as Egyptians and Romans. They know that not all members of society are equal. They know that the Romans invading Britain led to social change.

#### Vocabulary for learning

archaeologist, artefacts, city state, drought, hostile, irrigate, kingdom, obsidian, pyramid, region, trade.

#### Small step progression

Understand when the Maya people lived.  
Describe what made the Maya civilisation so successful.  
Use evidence such as artefacts to understand what life was like in the Maya civilisation.  
Compare life in the Maya Civilization to the Anglo-Saxon civilization in Britain.  
Ask questions about why the Maya Civilization came to an end.

#### Outcome

The children will be able give different reaons why the Maya civilization came to an end.

#### RE

Why is the Torah important for Jewish people?

#### Prior learning

This unit builds on that learning in Unit 1.7 and L2.10 exploring festivals and family life.

#### Vocabulary for learning

Torah, Shabbat, Tenakh, Mitzvot, Shema, Mezuzah, kosher, orthodox, progressive

#### Small step progression

Understand the diversity of people who are part of the Jewish community.  
Understand what the Shema means to Jews  
Explain how the Torah is used and treated  
Explain how Orthodox and Progressive Jews might keep Shabbat in different ways.  
Explain what is important about worship in Judaism.

#### Outcome

Children can Identify and explain Jewish beliefs about God Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it

#### PSHE

Keeping Safe

#### Prior learning

Year 2 have previously recognised safe or unsafe feelings.

#### Vocabulary for learning

Instructions strategies phishing fake news browsing nicotine cigarettes profile personal information

#### Small step progression

Identify risk factors in given situations  
Define the words danger and risk and explain the difference between the two.  
Identify risk factors in given situations.  
Recognise potential risks associated with browsing online.  
Understand that medicines are drugs and suggest that they can be harmful or helpful  
Define the word 'drug' and understand that nicotine and alcohol are both drugs.

#### Outcome

The children will understand risks and how they can keep safe.

#### Computing

Programming—repetition in shapes

#### Prior learning

The children have explored the concept of sequencing in programming. The have used motion and sound blocks to create their own sequences. They have explored the links between events and actions, relating to sequencing.

#### Vocabulary for learning

Programming Logo Turtle Commands Code Cursor Algorithm Pattern Sequence Debugging

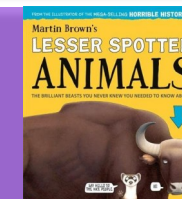
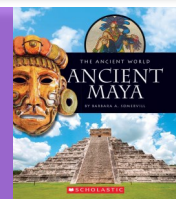
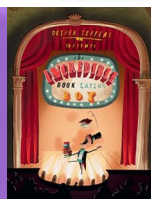
#### Small step progression

Identify that accuracy in programming is important  
Create a program in a text-based language  
Explain what ‘repeat’ means  
Modify a count-controlled loop to produce a given outcome  
Decompose a task into small steps  
Create a program that uses count-controlled loops to produce a given outcome

#### Outcome

Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns.

#### Books linked to our learning



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Art Exploring pattern	Music Dynamics and TImbre	French Les Animaux	PE Gymnastics—Symmetry and Asymmetry.	PE Swimming
<b>Prior learning</b> Early exploration of simple pattern, introduction to colour and collage	<b>Prior learning</b> .The children will be able to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.	<b>Prior learning</b> recall the days of the week. Know 10 key colours in French. know how to count in 10 in French. know how to ask someone's name and how to give their name. know how to ask how someone is feeling.	<b>Prior learning</b> The children will know how to use a variety of apparatus when creating movement. They will know the term flow and how to apply it, linking balances and movements	<b>Prior learning</b> The children will know how alternate legs and arms to move in the water. They will be able to float in a prone position and sub-merge their head in the water.
<b>Vocabulary for learning</b> Pattern, Sensory, Exploratory, Point, Rhythm, Circles, Ovals, Curves, Purpose, Decorative, Pleasing, Aesthetic, Tessellated, Negative, Positive Shapes, Repeating, Juxtaposition, Collage, Fold, Origami	<b>Vocabulary for learning</b> Tempo; fast; allegro; slow; adagio; getting faster; accelerando; getting slower; rallentando; loud; forte; soft; piano; getting louder; crescendo; getting softer; <i>diminuendo</i> ; spiky; staccato; smooth; legato; Baroque	<b>Vocabulary for learning</b> Les animaux , Un mouton, Un (masculine), Un cochon, Une "A" (feminine) ,Un canard, Un lion, Un singe, Un oiseau, Une souris, Un lapin , Une vache ,Un cheval, Je suis	<b>Vocabulary for learning</b> Excellent gymnastics, Linking, flow, interesting, extension, symmetrical, asymmetrical	<b>Vocabulary for learning</b> Scoop, sculling, prone, supine, horizontal, tuck, roll, float, alternating
<b>Small step progression</b> Expand what drawing and pattern can be by making a sensory drawing.  Devise my own rules to help with making a drawing?  Design my own pattern thinking about colour, composition, and shape.  Display the work made through the half term and reflect on the outcomes.	<b>Small step progression</b> Recognize differences in dynamic levels in music  Define different dynamic levels using musical vocabulary  Use symbols to represent instrumental or vocal sounds  Identify instruments according to a criterion  Select appropriate instruments according to their timbre .	<b>Small step progression</b> Name (with accurate pronunciation) and remember five animals in French with the correct indefinite article/determiner.  Name (with accurate pronunciation) and remember five more animals in French with the correct indefinite article/determiner.  Recall ten nouns for animals in French and will start to attempt to spell these words.  Understand that there are more indefinite articles in French compared to English.  Become more familiar with the 1st person high frequency irregular verb 'je suis' (I am) from the verb 'être' (to be).	<b>Small step progression</b> Apply the concept of 'excellent gymnastics'  Explore movements and balances in a symmetrical and asymmetrical way.  Re-create symmetrical balances on apparatus.  Travel from one piece of apparatus to another in a sequence.  Use symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating asymmetrical balances to end the sequence.	<b>Small step progression</b> Scoop water with hands and wash face.  Use a woggle to swim front paddle and back paddle for 5 metres.  Push and glide on front and back  Using aids perform a treading water action with legs  Using a woggle, rotate from a back float to a front float and return to a back float  Swim 2 metres front paddle and back paddle unaided.
<b>Outcome</b> The children can explore the work of a surface pattern designer and make my own repeating pattern, exploring colour, shape, and composition.	<b>Outcome</b> The children will be able to explain the difference between dynamics and timbre and how they affects a piece of music.	<b>Outcome</b> The children can name 10 animals in French and speak, read and writing sentences about animals.	<b>Outcome</b> The children will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.	<b>Outcome</b> The children will become confident in the water and begin to use some strokes.

In **Guided reading**, we will be reading Charlie and the Chocolate factory

We will continue to develop our understanding of vocabulary and inference questions and explain what is happening in the story line. We read the story most days, so why not ask your child what happens each day?

