

Spring 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

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

Describe the basic functions of the digestive system in humans

Construct and interpret a variety of food chains.

I understand what producers, predators and prey are.

Outcome

The children will be able to describe the relationships within a food chain.

Geography

Where on Earth am I?

Prior learning

The children will be able to name the four countries of the UK and their capital cities. They will be able to name some famous human and physical landmarks.

Vocabulary for learning

aerial photograph, atlas, beach, characteristics, city, coast, compass, continent, country, county, factory, farm, forest, hill, house, human processes, landmark, land use, locality, location, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, symbol, topographical, valley, village

Small step progression

Identify their county and the counties in their region on a coloured map.

Name some human and physical features in the UK and mark them on a map.

Identify a compass, key and symbols on a map.

Identify and locate simple topographical features on a map.

Compare the physical and human features of Cornwall and London.

Outcome

Children will name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features .

RE

Why do Christians call the day Jesus died ‘Good Friday’?

Prior learning

Easter is very important in the ‘big story’ of the Bible. Christians believe Jesus rose again, giving people hope

Vocabulary for learning

Easter, Easter Sunday, Good Friday, Gospels, Holy Week, Last Supper, Resurrection, Salvation.

Small step progression

Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.

Give examples of what the Gospel texts of Luke and Matthew mean to some Christians.

Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.

Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.

Make links between some of the stories and teachings in the Bible and life in the world today.

Outcome

Children will share their thoughts and ideas from this unit of work in the Easter Service

PSHE

Rights and Respect

Prior learning

Year 2 have previously looked at how we can look after our environment.

Vocabulary for learning

Volunteer, wellbeing, helper, opinion, income, earning

Small step progression

Talk about and identify people who help them in school and the community.

Learn differences between ‘fact’ and ‘opinion’

Identify people who are volunteers

Learn about saving, spending and essential purchases.

Consider how money is earned and the different factors effecting this.

Discuss, plan and evaluate ways of helping the environment.

Outcome

The children can explain rights and responsibilities in different contexts.

Computing

Branching Databases

Prior learning

The children will have developed an understanding of what a branching database I and how to create one. They will know what sorts of information should be presented as a branching data base.

Vocabulary for learning

Information, data, collection, sensor, logging, analysis, data logger, software, interpret, conclusion

Small step progression

Explain that data gathered over time can be used to answer questions

Use a digital device to collect data automatically

Explain that a data logger collects ‘data points’ from sensors over time

Recognise how a computer can help us analyse data

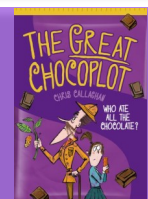
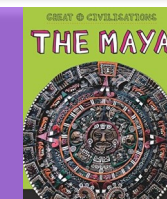
Identify the data needed to answer questions

Use data from sensors to answer questions.

Outcome

The children can pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions .

Books linked to our learning



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<p>DT</p> <p>Electrical Systems Simple circuits and switches - Torches</p>	<p>Music</p> <p>Dynamics and Tlmbre</p>	<p>French</p> <p>Musical Instruments</p>	<p>PE– Dance</p> <p>Wild Animals</p>	<p>PE Swimming</p>
<p>Prior learning</p> <p>Reception – Explored torches for Light topic in science</p>	<p>Prior learning</p> <p>.The children will be able to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. They will have started to look at dynamics.</p>	<p>Prior learning</p> <p>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. Know the name of 10 animals.</p>	<p>Prior learning</p> <p>The children will know how to create and develop characters to tell a story through dance. They will know that excellent dancers interpret the music and perform to timings.</p>	<p>Prior learning</p> <p>The children will be able to enter the water safely and push and swim with a woggle for at least 5metres. Using a float, they can float on their backs.</p>
<p>Vocabulary for learning</p> <p>battery bulb buzzer conductor circuit circuit diagram electricity insulator series circuit switch component design design criteria diagram evaluation LED model shape target audience input recyclable theme aesthetics assemble equipment ingredients packaging properties</p>	<p>Vocabulary for learning</p> <p>Tempo; fast; allegro; slow; adagio; getting faster; accelerando; getting slower; rallentando; loud; forte; soft; piano; getting louder; crescendo; getting softer; diminuendo; spiky; staccato; smooth; legato; Baroque</p>	<p>Vocabulary for learning</p> <p>le (masculine) la clarinette la the (feminine) la harpe le piano les (plural) le triangle la trompette le violon la batterie les cymbales la guitare Je joue (du, de la, des) la flûte à bec</p>	<p>Vocabulary for learning</p> <p>Expression, creativity, emotion, motif, choreography, character, excellent dancers</p>	<p>Vocabulary for learning</p> <p>Paddle, circular, alternating, entry, elbow exit, horizontal, safely, prone, supine</p>
<p>Small step progression</p> <p>Learn about electrical items and how they work</p> <p>Analyse and evaluate electrical products</p> <p>Design a product to fit a set of specific user needs</p> <p>Make and evaluate a torch.</p>	<p>Small step progression</p> <p>Begin to define and recognize different timbres of instruments.</p> <p>Explore and select suitable sounds to communicate mood and atmosphere.</p> <p>Improvise sounds from a stimulus.</p> <p>Create a musical story using appropriate timbres and dynamics.</p> <p>Use graphic notation to represent sounds.</p>	<p>Small step progression</p> <p>Name five instruments in French with the correct definite article/determiner.</p> <p>Name five more instruments in French with the correct definite article/determiner.</p> <p>Consolidate all ten nouns for instruments in French .</p> <p>Consolidate all ten instrument nouns and learn more about the role of articles/determiners in French.</p> <p>Conjugate the regular -ER verb ‘jouer’ (to play) in first person singular ‘je joue’ (I play) .</p>	<p>Small step progression</p> <p>Respond to different stimuli being able to sustain characters to add drama and emotion to the dance .</p> <p>Build on the character work adding drama and emotion to dance and to create motifs in pairs .</p> <p>Execute a wider variety of movements singly and in extended sequences, with a partner.</p> <p>extend dance skills by using more complex actions</p> <p>bring together the choreography from the suggested sequence of learning to create a final performance .</p>	<p>Small step progression</p> <p>Swim 5 metres on front, roll and swim 5 metres on back without aids</p> <p>Perform 10 metres of an alternating leg action on front with aids, whilst blowing bubbles</p> <p>Attempt breaststroke legs on back with aids</p> <p>Whilst standing attempt front crawl arms</p> <p>Whilst standing attempt back crawl arms</p> <p>Perform a star float on front or back and hold for 5 seconds</p>
<p>Outcome</p> <p>Create a functioning torch with a switch according to their design criteria.</p>	<p>Outcome</p> <p>The children will start use different timbre and dynamics when playing instruments.</p>	<p>Outcome</p> <p>Recognise, recall and spell up to ten instrument nouns in French with their correct definite article/determiner with improving accuracy.</p>	<p>Outcome</p> <p>The children can create a sequence based on a stimulus.</p>	<p>Outcome</p> <p>The children will develop a greater understanding of different strokes.</p>

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

We will continue to develop our understanding of explaining questions and prediction. The children will read the text and answer vipers questions daily.

