

## St Dennis Primary Academy

Year: 4

Term: Summer 2

### Curriculum Drivers

#### Real life experiences

Geography Fieldwork – Walk around the village to observe, measure and record a range of data on the human and physical features of the local area.



#### Wellbeing

Daily mile running to Cornwall Energy Recycling Centre.

Breaths: Weight lifts, heel touch, press and pull.



#### Oracy

**Physical:** To consider how tone, volume and pace influence meaning when writing an explanation about how electricity travels in a circuit (Science).

**Linguistic:** To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk when discussing How and why do people mark significant events of life? (RE)

**Cognitive:** To be able to give supporting evidence when learning about electricity (Science)

**Social and Emotional:** To use more natural and subtle prompts for turn taking when learning about our story telling text (English)

#### Environment and Community

Local study of changes over time in St Dennis through fieldwork in Geography.



## Big Question: What makes St Dennis, St Dennis?

#### Stunning Start:

Show and tell of St Dennis

#### English

**Storytelling Text:** The Naw Voz



**Imitation:** Read The Naw Voz and learn the text through drama techniques (Feeling Graphs).

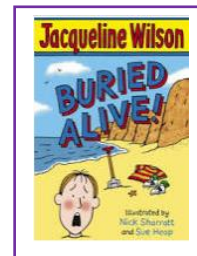
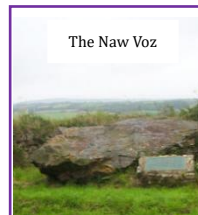
**Spelling, Punctuation and Grammar:** Consolidate and extend fronted adverbials (including comma use), broaden subordinating conjunctions, secure plural possessive apostrophes and improve sentence punctuation and tense.

**Innovation:** Change the characters and place.

**Invention:** Create and write a 'warning tale'.

**Wider Curriculum Writing:** Explanation about how electricity travels in a circuit (Science)

**Novel Study Text:** Buried Alive by Jacqueline Wilson



#### Fabulous Finish:

Kahoot on learning

**Assembly Theme:** Responsibility

**Emotional Literacy:** Tracking my Tools / Stop, Opt and Go / Celebrating My Use of Tools

#### Mathematics:



**White Rose Units:**

**Geometry:** Shape

**Number:** Four Operations

**Statistics**

**Geometry:** Position and direction





**Key Skills Session:**





Mastering number: Weeks 22-30





Times tables

Number bonds

Maths jotter

	Science 	Geography 	RE 	Computing 
<b>Unit title:</b>	<b>Subject:</b> Physics <b>Unit:</b> Electricity	<b>Themes:</b> Location, Techniques, Human Feature, Human Processes <b>Unit:</b> Local study of changes over time in St Dennis	<b>Unit:</b> How and why do people mark significant events of life? (Unit 30)	<b>Area:</b> Programming <b>Unit:</b> Repetition in games <b>Natterhub:</b> Learn it, Mind it
<b>Builds On:</b>	<b>Year:</b> 4 <b>Term:</b> Spring 2 <b>Unit:</b> Sound	<b>Year:</b> 1 <b>Term:</b> Autumn 1 <b>Unit:</b> Local Area	<b>Year:</b> 2 <b>Term:</b> Summer 2 <b>Unit:</b> What makes some places special to believers? (Unit 18)	<b>Year:</b> 4 <b>Term:</b> Autumn 2 <b>Unit:</b> Programming - Repetition in shapes
<b>Memory Master:</b>	New learning about electricity. Revisit vocabulary from sound unit.	Children use local area photos and maps (use digimaps) to draw a simple map with a key recognising significant landscape features and OS symbols.	Revisit what they know about what happens a church, mosque and synagogue and their key features.	Revisit vocabulary: Logo program, code, snippet, algorithm, debug, pattern, repeat, count-controlled loop, value, trace, decompose, procedure
<b>Lesson Sequence:</b>	I can identify common appliances that use electricity.	I can locate St Dennis on an aerial map / photo and identify physical features.	How and why do people mark the significant events in life?	I can develop the use of count-controlled loops in a different programming environment.
	I can construct a simple circuit and name the parts of the circuit.	I can describe distinctive physical and human features of the local area.	What is the significance of baptism for Christians? What happens and what does it mean?	I can explain that in programming there are infinite loops and count-controlled loops.
	I can identify if a bulb will light up in a circuit.	I can use fieldwork to observe, measure and record a range of data on the human and physical features of the local area.	How do many Jewish people mark becoming an adult?	I can develop a design that includes two or more loops which run at the same time.
	I can recognise common conductors and insulators (investigation).	I can understand processes of settlement and change in the local area. Show what you know.	What ceremonies do many Hindus mark in the journey of life?	I can modify an infinite loop in a given program.
	I can investigate switches. Show what you know.		Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?	I can design a project that includes repetition.
			Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises? Show what you know	I can create a project that includes repetition.
<b>Composite:</b>	Plan and conduct an investigation to discover which materials make good insulators and design, construct and test their own switches.	Write a report detailing how St Dennis has changed over time.	Compare similarities and differences in Christian and Hindu weddings.	Children design and create a game which uses repetition, applying stages of programming design throughout.
<b>Impact:</b>	Children can sort common electrical appliances into battery and mains powered. They can construct simple series circuits containing a variety of components and understand the difference between complete and incomplete circuits. They can identify whether or not a bulb will light in a simple series circuit.	Children can use fieldwork to observe and record the human and physical features and land use in the local area. They can use a range of methods including sketch maps, plans and digital technologies to plan a route and use 4-figure grid references and 8-point compass directions to plan a route to follow.	Children can identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. They can make suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. They can describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.	Children can choose relevant sprites and backdrops for a game They can create an algorithm that includes show, hide, and move blocks and one that includes relevant sound blocks. They can create additional sprites and copy code over to those sprites and modify their code for additional sprites They can run their code and identify whether it meets the requirements of the task. They can evaluate how successful they were in meeting the task requirements

	Art and Design 	Physical Education 	Sport 	Design Technology 
<b>Unit title:</b>	<b>Technique:</b> Sculpture <b>Artist:</b> Troika Pottery	<b>Learning focus:</b> Health and Fitness <b>Unit:</b> REAL PE	<b>Unit:</b> Athletics	<b>Area:</b> Electrical systems <b>Unit:</b> Torches
<b>Builds On:</b>	<b>Year:</b> Year 3 <b>Term:</b> Summer 1	<b>Year:</b> 4 <b>Term:</b> Spring 2 <b>Unit:</b> REAL PE	<b>Year:</b> 3 <b>Term:</b> Summer 2 <b>Unit:</b> Athletics	First unit on electrical systems
<b>Memory Master:</b>	New curriculum this year	N/A	N/A	N/A
<b>Lesson Sequence:</b>	<b>Artist</b> - I can recall the key design features of Troika pottery.	<b>Warm up games</b> Inside out Rock, paper, scissors <b>Fundamental Movement Skills</b> Agility – Ball chasing Static balance – Balance <b>Skills Application</b> Team strategy challenges Keep away v intercept	I can throw an object using both a pushing and pulling technique.	<b>Research</b> - I can research electrical products
	<b>Imitate</b> - I can create shapes and forms from direct observation.		I can combine different types of jumping.	<b>Design</b> - I can create a working circuit to light up a bulb
	<b>Experiment</b> - I can use the pinch technique to create a pot.		I can run for distance.	<b>Skills</b> - I can design a torch to meet a set of specific set needs
	<b>Plan</b> - I can develop my ideas for my Troika inspired pot.		I can run in races of varied distances.	<b>Make</b> - I can make a torch with a working circuit
	<b>Create</b> - I can create a pinch pot inspired by Troika pottery.		I can take part in athletic events.	<b>Evaluate</b> - I can evaluate my torch based on whether it meets the user needs.
	<b>Evaluate</b> - I can review and revisit my creation.		I can perform competitively with others.	
<b>Composite:</b>	Children will create a clay pinch pot inspired by Troika pottery.	Children will develop and apply their ball chasing and balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.	Running, jumping and throwing tasks.	Create a working torch with a switch.
<b>Impact:</b>	Children can produce more intricate surface patterns/ textures and them when appropriate. They can produce larger ware using pinch and slab techniques and use slip to join pieces of clay, They are developing understanding of different ways of finishing work: glaze, paint, polish.	REAL PE Health and Fitness Cog: Children can describe how and why their body changes during and after exercise. They can explain why we need to warm-up and cool down.	Children can combine basic jump actions to form a jump combination, using a controlled jumping technique. They perform a throwing technique with control, coordination, and consistency and perform competitively with others.	Children can construct electrical circuits. They understand that user requirements can be unique and adapt designs accordingly.

	Spanish 	PSHE 	PSHE (Healthy Week) 	PSHE (RSE Week) 
<b>Unit title:</b>	Unit: En El Café (At the Café)	<b>Brook Learn</b> Unit: The Environment	<b>Theme:</b> Mental Health – My colours	<b>Theme:</b> Growing Up
<b>Builds On:</b>	<b>Year:</b> 4 <b>Term:</b> Spring 2 <b>Unit:</b> La Familia (The Family)	New learning	<b>Year:</b> 3 <b>Term:</b> Summer 2 <b>Unit:</b> The colour in me	<b>Year:</b> 3 <b>Term:</b> Summer 2 <b>Unit:</b> Valuing Difference and Keeping Safe
<b>Memory Master:</b>	Revisit words for family members. Count to 100 and give ages for members of family understanding the concept of mi and mis.	N/A	Name strategies to help regulate emotions.	Revisit the NSPCC PANTS acronym. Who can remember what the letters stand for?
<b>Lesson Sequence:</b>	I know ten masculine nouns with the indefinite article/determiner for popular food and drink.	I can explain what climate change is.	I can understand what is meant by self-image.	I can explore the human lifecycle.
	I know ten feminine nouns with the indefinite article/determiner for popular food and drink.	I can identify different ways we can protect the environment.	I can talk about my qualities.	I can identify some basic facts about puberty.
	I can consolidate all the foods/snacks and drinks. I can use the transactional language required to order.	I can explain what changes we can make at home and at school to protect the environment.	I can connect my self-image and qualities to colour.	I can explore how puberty is linked to reproduction.
	I can consolidate vocabulary. I can ask for the bill and how to say thank you and goodbye in Spanish.			I can explore respect in a range of relationships.
	I understand Spanish currency better, improving cultural understanding, and using mathematical knowledge to calculate a bill in a Spanish cafetería.			I can discuss the characteristics of a healthy relationship.
<b>Composite:</b>	Short role-play ordering what they would like to eat and drink.	Write a rap about the environment and the impact of climate change.	An image which is a representation of themselves in colour.	Matching pictures and statements about puberty.
<b>Impact:</b>	Children can recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. They understand better how to change a singular noun to plural form.	Pupils will be know how their choices impact the environment and can take positive steps to help prevent climate change.	Children will be able to name their positive qualities and will be able to show this through artwork and colour.	Children will have the knowledge to understand the changes that will happen to their bodies and be equipped to recognise an unhealthy relationship.