

St Dennis Primary Academy

Year: 4

Term: Spring 2

Curriculum Drivers

Big Question: Should all crimes be punished?

Stunning Start: Virtual tour of the Houses of Parliament.

Fabulous Finish: Debate on how different crimes should be punished.

Real life experiences

Visit to Bodmin Jail



English

Storytelling Text: The Time Travelling Criminal



Imitation: Read The Time Travelling Criminal and learn the text through drama techniques (Conscience alley)

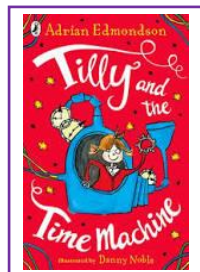
Spelling, Punctuation and Grammar: Make accurate use of past tense. Use paragraphs to organise ideas around a theme. Use Standard English verb inflections, instead of local dialect forms

Innovation: Change the character/action

Invention: Create and write a 'finding tale'

Wider Curriculum Writing: Discussion text. Does the punishment fit the crime? (History)

Novel Study Text: Tilly and the Time Machine by Adrian Edmondson



Assembly Theme: Teamwork

Emotional Literacy: Exploring Sensory Support Tools / Exploring Tools for Calming / Exploring Tools – Thinking Strategies

Wellbeing

Exploring different tools for calming
Exploring different thinking strategies
Bee breath
Let's unwind



Mathematics:



Number: Fractions

- Understand the whole
- Partition a mixed number
- Number lines with mixed numbers
- Compare and order mixed numbers
- Convert mixed numbers to improper fractions and vice versa
- Equivalent fractions on a number line
- Add and subtract two or more fractions (including mixed number)
- Subtract from whole amounts and mixed numbers

Number: Decimals

- Tenths- as fractions, decimals, on a place-value chart and on a number line
- Divide a 1 and 2-digit number by 10
- Hundredths as fractions, decimals and on a place value chart

Key skills session:

- Multiplication facts – focus on 6.9 and 11
- Number bonds 10,20 and 100
- Mastering number weeks 14-19
- Maths jotter fluency

Oracy

Linguistic: To use specialist vocabulary when discussing the topic of sound.



Cognitive: To reflect on their own oracy skills and identify areas of strength and areas to improve during novel study.

Social and Emotional: To use more natural and subtle prompts for turn taking when debating on how different crimes should be punished.





Physical: To consider movement when addressing an audience when debating on how different crimes should be




Environment and Community

How do the local police force work to reduce and punish crime? Visit from local Tri-Services Officer.



	Science 	History 	RE 	Computing 
Unit title:	Subject: Physics Unit: Sound	Themes: Society Unit: How have the way crimes are punished changed over time?	Theme: Christianity – Salvation Unit: Why do Christians call the day Jesus died 'Good Friday'? (Unit 28)	Area: Creating media Unit: Audio production Natterhub: Chat it
Builds On:	Year: 3 Term: Summer 1 Unit: Light	Year: 3 Term: Autumn 2 Unit: How did the Romans change Britain?	Year: 2 Term: Spring 2 Unit: Why does Easter matter to Christians? (Unit 16)	Year: 4 Term: Summer 2 Unit: Photo editing
Memory Master:	New learning about sound so assess knowledge of pitch and volume. Revisit vocabulary from light unit from Year 3.	Quiz of how the Romans changed Britain	Children explain that Easter Eggs are a symbol of new life and that, for Christians, Jesus gives them new life when he dies for their sins.	Revisit vocabulary: image, edit, digital, crop, rotate, undo, hue, saturation, sepia, vignette, image, retouch, clone, combine, made up, real, composite, alter, background, foreground, zoom
Lesson Sequence:	I can identify how sounds are made, associating some of them with something vibrating.	How were crimes punished 800 years ago and how do we know?	What can you remember about Holy Week?	I can identify that sound can be recorded.
	I can recognise that vibrations from sounds travel through a medium to the ear.	What does the legend of Robin Hood tell us about Medieval punishments?	How might Mary have felt as she watched the trial of Jesus? Why do you think she felt like that?	I can explain the different parts of creating a podcast project.
	I can recognise that vibrations from sounds travel to the ear.	How did punishment change between 1500 and 1700?	Why do Christians call the day when their saviour died Good Friday?	I can recognise the different parts of creating a podcast project.
	I can investigate if the size of the pinna affects the volume of the sound. I can report my findings from enquires.	Why did punishments become so bloody in the 18th century?	What might a Christian want to tell others about the Easter Story?	I can apply audio editing skills independently.
	I can find patterns between the pitch of a sound and features of the object that produced it (panpipes and lengths – relationship with pitch)	Why did so much change happen in the 19 th century?	What might a Christian think is the most important part of the story?	I can combine audio to enhance my podcast project.
	I can find patterns between the volume of a sound and the strength of the vibrations that produced it (data logger to record volume) Show what you know	Has the way crimes are punished improved over the last 100 years? Show what you know	Why do Christians call the day Jesus died 'Good Friday'? Show what you know	I can evaluate the effective use of audio.
Composite:	Children will use a data logger to find patterns between volume and strength of vibrations and draw conclusions.	Diagram (cause and consequence) to show how and why the way crimes are punished has changed over time,	Children create a simple image to share the moment that they think is the most important in the story of Easter. Write a paragraph to describe what they have drawn and why.	Create a simple podcast, editing their work, adding multiple tracks, and opening and saving the audio files.
Impact:	Children know how sounds are made – something vibrating and that these travel through a medium to the ear. They know that sounds get fainter as the distance from the sound source increases.	Children can use more than one source and create own questions to investigate, suggesting suitable sources to research and learn key facts (see plan). They understand the difference between a primary and secondary source. They can describe different accounts of an event, explaining reasons why they may differ.	Children recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people. They can suggestions about what the events of Holy Week mean to Christians and can give examples of what Christians say about the importance of these.	Children can explain key information the podcast will include and identify types of sound that will be included. Podcast will include intro, main content, and outro sections in the plan. Voice recordings are clear and relevant and appropriate audio is imported. Children can use editing tools to remove unneeded sounds or pauses, ensure volume is set and additional audio is appropriately placed to play alongside the voice recording.

	Art and Design 	Physical Education 	Sport 	Spanish 
Unit title:	Technique: Drawing Artist: Charlie Mackesy	Learning focus: Creative Unit: REAL PE	Unit: Cricket	Unit: Mi Familia (<i>The Family</i>)
Builds On:	Year: Term:	Year: 3 Term: Spring 1 Unit: REAL PE	Year: 3 Term: Spring 2 Unit: Cricket	Year: 4 Term: Autumn 2 Unit: Me Presento (Presenting Myself)
Memory Master:		N/A	What do you remember about cricket? How do you keep safe when playing cricket?	Revisit numbers to 20 and asking someone their age, name, where they live and reply to this.
Lesson Sequence:	Artist: I can recall the key features of illustrator Charlie Mackesy.	Warm up games Like clockwork Team juggling Fundamental Movement Skills Coordination – Sending and receiving Counter balance Skills Application Send and receive circuits Supporting weight	I can run, jump and catch in combination.	I can learn how to recognise, recall and spell different family members with the correct definite article/determiner.
	Imitate: I can draw the characters from the Boy, the Mole, the Fox and the Horse.		I can catch a ball with good control.	
	Experiment: I can develop drawing skills of people and animals by breaking down complex shapes into simple shapes.		I can understand the rules of cricket.	I can consolidate the nouns and definite articles/determiners for family members and learn how to use the possessive adjective 'my'.
	Plan: I can plan my Charlie Mackesy's inspired illustration.		I can hit a ball towards a target.	
	Create: I can create my Charlie Mackesy inspired illustration.		I can use space when fielding to make it difficult for opponents.	I can ask and answer the question 'do you have any siblings?'
	Evaluate: I can review and revisit my creation.		I can participate in modified competitive games, showing good teamwork.	
Composite:	Children will be able to apply their knowledge and skills in drawing to create their own illustration inspired by Charlie Mackesy.	Children develop and apply their sending and receiving and counter balance with a partner.	Games in groups of 5 - batter hits ball off cone then runs to the hoop and jumps in and out to score as many points as possible.	Children somebody in Spanish the members and age of a fictitious, historical or television family.
Impact:	Children can draw people and animals with increased proportion and scale. The children will have developed their understanding of an illustrator and have used their sketchbooks to develop their skills and ideas.	REAL PE – Creative (Recognise and respond) Children can make up their own rules and versions of activities. They can recognise similarities and differences in movements and expression.	Children show control, coordination and consistency when throwing and catching a ball. They can hit a ball with increasing control from a tee. They take up positions that make it difficult for the opposition.	Children can say the nouns in Spanish for members of their family. They can count to 100, to enable them to say the age of various family members. They understand the concept of mi and mis in Spanish.

	PSHE 	PSHE 	PSHE (Money and Careers Week) 
Unit title:	Brook Learn 1 Unit: Safely Enjoying the Online World	Brook Learn 2 Unit: Keeping Personal Information Safe and Private Online	Theme: What's New with Money?
Builds On:	Year: 3 Term: Spring 1 Unit: The Internet and Everyday Life	Year: 4 Term: Spring 1 Unit: Safely Enjoying the Online World	Year: 3 Term: Spring 2 Unit: What is money?
Memory Master:	Revisit how much time is healthy to spend on devices.	Name privacy settings and how they keep us safe online.	Choose 5 items and put them in priority order in relation to spending.
Lesson Sequence:	I can recognise when something encountered online 'doesn't feel right'.	I can give examples of content which may be appropriate or inappropriate to share online.	I can understand about different ways to keep track of money.
	I can identify and resist pressurising and manipulative behaviour.	I can explain the possible consequences of sharing without consent.	I can explain the different security features that money has.
	I can identify some risks of sharing photos, videos and comments publicly.	I can identify appropriate people to turn to for help.	
	I can explain what privacy settings are used for and how they can help		
	I can give examples of how online actions can affect others.		
Composite:	Create a shared class poster/resource showing the new learning each child has gained.	Create a 'Support Circle'.	Designing a banknote with special security features.
Impact:	Children will be able to identify risky behaviour online and identify adults they trust.	Children will be able to make informed choices when sharing their personal information with others online.	Children will know how to use money safely and make informed choices about keeping track of their money.