

Year 4
Term: Summer 1
Topic: Childhood has changed since the Victorian times; how and why?



Healthy Body
Healthy Mind
Healthy Planet

History

Intent- children to be able to compare their childhood to that of a Victorian child.

Implementation

- place the Victorian era and important changes in chronological order
- Use sources of evidence to find out about lives of working children
- compare and contrast Victorian schools and modern schools
- compare childhood in the Victorian times and modern day times
- identify significant individuals that impacted lives of Victorian children
- Local history study- Lanhydrock House- understand important events that have happened here and what life was like in the house.
- ** Outcome-** create a 'show what you know' about Victorian childhood

Impact- children will be able to identify the social changes from Victorian life and be able to explain why some of these changes happened.

Music

Intent- children to develop more confidence and technique when singing

Implementation

- critically appraise the song, reflecting on the message of the lyrics and the role of the guitar accompaniment
- improve tone and tuning when singing, emphasising gentle, controlled singing to match the mood of the song
- develop an understanding of time signatures and explore how 4/4 supports a flowing rhythm.
- compose a peaceful melody and verse lyrics in a similar reflective tone
- sing confidently in harmony working on simple harmonies in the refrain
- further develop stage presence focusing on stillness, eye contact and emotional connection with the audience.

Impact: children will have increasing confidence when performing vocally

PSHE

Intent- develop resilient and emotionally literate children who can process different situations

Implementation

- Everything will be alright– identifying and understanding what to do when we or others are not alright.
- Family relationships part 1 and 2–understanding and identifying what a family relationship look like and exploring families under pressure.
- The importance of physical activity part 1 and 2– Understanding what physical activities are why they are important.
- ** Outcome-** contribute to the class discussions, posters and conversation snippets.

Impact- children will be able to confidently express their feelings and develop strategies to manage them

Computing

Intent– to develop creating media through photo editing.

Implementation

- to introduce learners to the concept of editing images and to explore when we need to rotate and crop an image.
- to look at the effect that different colours and filters can have on an image.
- to introduce the cloning tool and its use in both changing the composition of a photo and photo retouching.
- to learn how to use different tools to select areas of an image and to use copy and paste within one image.
- to start reviewing some images and considering what makes an image look real or made up
- to review the image that they created in Lesson 5.

Impact: children can successfully edit photos.

PE

Intent– children can develop control to create clear shapes.

Implementation- Physical Education

Warm up : Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage . Continuous Relay, Balloon Champs
Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Agility: Reaction and Response (FUNS 12) Static Balance: Floor work (FUNS 3) aiming for red
Cog : For 6 weeks we are working on our physical skills

Implementation- tennis

-Learn how to hold the racket correctly. Introduce hitting the ball against a wall.
-Work on moving from the ready position to a forehand. Partner to throw the ball to you to practise a forehand return. -Repeat above activity but introducing the net.
-Both players using a tennis racket; Begin to tap a ball over a net allowing it to bounce, before returning.
-Both players using a tennis racket; Begin to tap a ball over a net with no bounce, before returning.
-Apply skills above in a game situation

****Outcome:** children can begin to participate in a tennis match

Impact: Children can perform and repeat longer sequences and can select and apply a range of skills with good control and consistency

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RE

Intent - to explore the impact of Pentecost.

Implementation- When Jesus left what was the impact of Pentecost? (Unit 26)

- To recall the events in the Easter story.
- To describe the main events in the story and how were the disciples feeling.
- To analyse what is the most important thing about Pentecost for Christians and why they think this.
- To explore the Bible, and understand what the Holy Spirit enabled the disciples to do and what do Christians today believe the Holy Spirit enables them to do?
- To understand and describe the Holy trinity and analyse what the world may be like if everything in the Lord's Prayer came to be.
- When Jesus left what was the impact of Pentecost? Show what you know

Outcome: children to create poems about the Pentecost.

Impact: children can make links between the Pentecost, the Holy Spirit, kingdom of God and how Christians live.

Science

Intent - children will understand how a circuit is construct for an electrical appliance to work.

Implementation

- To research the scientist, Benjamin Franklin. (R)
- To identify and group common appliances that run on electricity. (IGC)
- To be able to construct, identify and name basic parts of a simple series circuit. (IGC)
- To understand and identify whether a lamp will light be depending on a complete or incomplete circuit. (PRS)
- To recognise that a switch can create an open or closed circuit and impact bulb lighting. (PRS)
- To investigate and understand conductors and insulators and how they affect the flow of electricity. (CFT)
- **Outcome-** Children will construct their own circuit to save a broken lighthouse with a range of different materials for wires.

Impact- children will be able to recognise that metal is a good conductor of electricity.

Art

Intent - to develop greater confidence in painting techniques

Implementation

- Identify features of Nicole Dyer's work: composition, colour use, mixed media.
- mix a wider range of colours and experiment with collage to create texture
- Understand how colour affects mood and emotion in art and experiment with varying colour palettes and tones
- Design a still life composition using Dyer-inspired techniques
- Apply learned skills to complete a mixed-media still life
- Reflect on techniques, choices, and final outcomes and evaluate using artistic vocabulary
- **Outcome-** children to create their own interpretation of a still life

Impact: children will show greater control and skill when working with paint

French

Intent -

FRENCH TO BE TAUGHT IN SUMMER TERM 2

Impact