

YEAR: 4
TERM: Autumn 2
TOPIC: WW2



SIR ROBERT GEFERY'S SCHOOL
A School for Enthusiasts

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

RE
INTENT

2.4 What kind of world did Jesus want?
To identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus and make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

Lesson 1 - Identify part of a 'Gospel', which tells the story of the life and teaching of Jesus.

Lesson 2 - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

Lesson 3 - Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.

Lesson 4 - Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.

Lesson 5 - Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

Lesson 6 - Class-based teaching 'Christmas Story'

IMPACT

SCIENCE
INTENT

To create opportunities for children to identify similarities and differences between vertebrates and invertebrates and to **then use/create classification keys to identify animals.**
To use local/global studies to identify the impact of humans/natural occurrences on animal and plant species.
Make links to PSHE - celebrating difference! Throughout this topic children will **talk about criteria for grouping, sorting and classifying; and use simple keys.**

Lesson 1 - Grouping and classifying living things

To recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups.
Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Lesson 2 - Classifying vertebrates
To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. In order to do this children will be **generating questions** to sort vertebrates in a classification key.

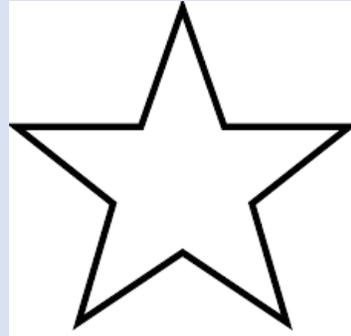
Lesson 3 - Invertebrate Hunt
Using classification keys to help identify invertebrates found in the school grounds.
Learn to collect samples safely and with respect for the creatures found.

Lesson 4 - Classification keys
Creating our own classification keys by asking and answering questions.

Lesson 5 - Local habitat survey

MUSIC
INTENT

Year 4 Music is being covered in Spring and Summer 2023



IMPACT

PHSE
INTENT

(Celebrating Difference)

To give children an opportunity to share, question and celebrate the concept of difference and how to maintain positive friendships through their words and actions.

Lesson 1 - Accepting that everyone is different.
Children understand that, sometimes, we make assumptions based on what people look like.

Lesson 2 - Including others when working and playing.
Children understand what influences them to make assumptions based on how people look.

Lesson 3 - Know how to help if someone is being bullied.
Children know that sometimes bullying is hard to spot and help them to know what to do if they think it is going on but they're not sure.

Lesson 4 - Try to solve problems.
Children can tell you why witnesses sometimes join in with bullying and sometimes don't tell.

Lesson 5 - Try to use kind words.
Children can identify what is special about them and value the ways in which they are unique.

Lesson 6 - Know how to give and receive compliments.
Children can tell you a time when their first impression of someone changed when they got to know them.

Computing
INTENT

Unit 3.9 - Presenting Google Slides

To create and design a page in a presentation using a variety of objects (e.g. animations, texts and pictures) and then use the skills learnt in previous weeks to design and present an effective presentation based on WW2.

Lesson 1 - Making a Presentation from a Blank Page
To create a page in a presentation.

Lesson 2 - Adding Media
To add media to a presentation

Lesson 3- Adding Shapes and Lines
To add shapes and lines to a presentation.

Lesson 4 Adding Animation
To add animations into a presentation.

Lesson 5/6 Create a Presentation
To use the skills learnt in previous weeks to design and present an effective presentation.

IMPACT
Children will know what Google Slides is and be able to open Google Slides to add text and be able to format and change the design of their slides.
They will be able to insert a new slide, insert and edit pictures and insert video content (extension). Children will be able to add design features to their slides by adding:

<p>Children will be able to suggest ideas and find out about what Jesus' actions towards outcasts mean for a Christian giving examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p> <p>Make connections: making links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Looking at changes to our local environment in Landrake. What would the village have looked like at around the time of our topic? WW2? What changes have occurred? Look at the impact of the A38 and how this may have both positive and negative effects.</p> <p><u>Lesson 6 - Environmental changes since WW2</u></p> <p>Looking at the effect of environmental change on a worldwide scale. How have man-made changes impacted plants and animals? Dams? Deforestation? Building?</p> <p style="text-align: center;">IMPACT</p> <p>Year 4 scientists will be able to create and use a classification key. They will know the differences between vertebrates and invertebrates and be able to identify many of these. Children will have practised asking relevant questions to separate groups when generating keys and to have answered questions through observation when using keys. Children will be able to comment on how humans impact species through their actions and how sometimes these consequences can also be as the result of natural occurrences. Children will have greater respect for their environment and how it can be looked after - eco schools link.</p>		<p style="text-align: center;">IMPACT</p> <p>Year 4 children are able to recognise they are unique, why they think a certain way about other people, be able to recognise the signs of bullying and know what they can do to problem-solve in this situation.</p>	<p>lines, shapes, animations, slide transitions, text and pictures. Children will be able to present their work on Slides.</p>
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DT INTENT

To design and make a prototype for an air raid shelter based on given specifications.

Evaluate a range of familiar structures against each other and recognise what a framework is.

Learn how to make a framework, discover which is the strongest shape and how a frame can be reinforced.

Design an air raid shelter with an additional use within the home. Create an annotated 3D drawing of their design, taking account of the available resources and equipment, the sequence of construction and the techniques to be used.

Build and evaluate a product against a plan. Recording evaluations and any design adaptations during the process.

Conduct a fair test to evaluate the effectiveness of a finished product against the given specifications.

Evaluate a completed prototype against the criteria and consider choices made during the process. Ask what worked, what could be improved and what would need to be changed to make this into a real product.

IMPACT

Year 4 designers will understand the importance of frameworks within a structure and which type is appropriate for a selected product. Children will be able to evaluate their own work and that of others and recognise if a product is suitable for a target user.

PE INTENT

To understand the principles of the game of hockey and further develop their ability to attack and defend, make choices in game situations and recognise the benefits of being fit and healthy.

Lesson 1 - Can I dribble the ball holding the hockey stick correctly?

Children will be encouraged to dribble the ball travelling in different directions with the ball under control. Travelling through cones and hooped areas.

Lesson 2 - Can I pass and receive the ball from another player?

Children will work to actively pass and receive the ball with control when travelling in different directions.

Lesson 3 - Can I pass and receive the ball whilst moving?

Children will practise moving into space whilst controlling the ball and select a player to pass the ball to accurately.

Lesson 4 - Can I select the best way to defend? - Tackling skills

Children will have opportunities to learn how to put pressure on attackers by tracking and tackling players with the awareness of space needed to be defended.

Lesson 5 - Can I select the best way to attack and defend?

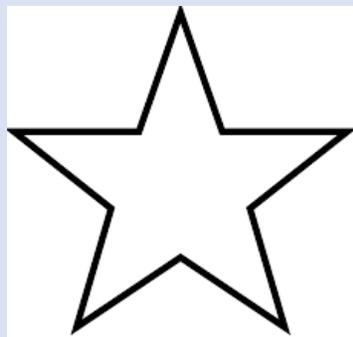
Children learn to involve teammates, running into space controlling and passing the ball accurately and looking for intercepting opportunities.

Lesson 6 - Can I use the skills learnt and transfer these into a small sided game situation?

Class house matches for this session - putting skills learnt over the last 6 weeks into practice in

Geography INTENT

Geography topic covered in spring 1



IMPACT

History INTENT

Children improve on their knowledge of a key time period within world history and begin to make links to the concept of cause and effect whilst developing their skills of how to be a historian.

Lesson 1- Timeline of events- Children create a timeline in their books of the key events from WW2 in order to improve their overall knowledge whilst developing their skills of **chronology**.

Lesson 2- Children look at a range of **primary and secondary sources** in order to understand what caused WWII to take place.

Lesson 3- Children to be able to identify who fought alongside the allies and who sided with the axis alliance within WW2 and discuss potential reasons for why they chose that side by **making links and questioning**.

Lesson 4- Children to gain an understanding of propaganda and be able to explain what it is and how it affected communities by looking at **sources of evidence**.

Lesson 5- Children to identify the key reasons for conflict through a range of sources and look at the key battles from WWII: Pearl harbour, Normandy, Dunkirk, Battle of Midway. Children **make links and ask questions** to open debate and increase understanding.

Lesson 6- Children to look at the impact and outcomes that WWII had on Britain and does this affect us today. Looking at the **chronology** of events and the impact it has had long term on Britain.

IMPACT

MfL INTENT

To gain a wider vocabulary linked to the topics of farm animals and Christmas. Children are also able to ask and answer questions linked to who someone is and what something is.

Lesson 1 - Animals on the farm
Children will create their own word bank linked to the topic of farm animals - learning which are masculine and feminine nouns.

Lesson 2 - Avez vous? Oui. J'ai un(e)... Non Je N'aime pas un(e)...
Children will play farm battleships using the names of farm animals they have learned and revision the numbers 0-10

Lesson 3 - Qu'est ce? and Qu'est ce que c'est?

Children will learn the phrases 'Who is it?' and 'What is it?' Link this learning to revising the names of body parts and colours.

Lesson 4 - Dans le sac il y a...
Children will revise the names of body parts, numbers and the names of farm animals by playing a game of what's in the bag.

Lesson 5 - Christmas Vocabulary
Children create their own vocabulary bank linked to items/people associated with Christmas.

Lesson 6 - Happy Christmas
Children learn some of the traditions linked to celebrating Christmas in France. Children create French Christmas cards for a loved one

IMPACT

Year 4 linguists will have a clearer understanding of vocabulary linked to farm animals and Christmas and be more confident in being able to revise body parts and learn how to

	<p>small sided games and skills challenges.</p> <p>IMPACT</p> <p>Year 4 hockey players will have a basic understanding of the rules of hockey, know how to pass, dribble and tackle during a game situation and further develop their understanding of the tactics to play invasion games successfully.</p>		<p>Children gain a secure understanding of a historical time period that has founding links to locality and provoke their interest in becoming historians of the future. Children develop and begin to secure their skills of being a historian whilst developing their love for history.</p>	<p>ask and answer the questions 'Who is it?' and 'What is it?'</p>
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