

**YEAR: 4**  
**TERM: Spring 1**  
**TOPIC: Africa**



**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

2.3 What is the Trinity and why is it important for Christians?

PUPILS WILL KNOW THAT:

- Christians believe God is Trinity: Father, Son and Holy Spirit.
- Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.
- Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.
- Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.
- Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

**Lesson 1 - Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.**

**Lesson 2 - Offer suggestions about what texts about baptism and Trinity might mean.**

**Lesson 3 - Give examples of what Gospel texts mean to some Christians today.**

**Lesson 4 - Describe how Christians show their beliefs about God the**

### SCIENCE INTENT

**To understand how fossils are formed and how they can tell us about the past through the work of palaeontologists.**

**To ask curious questions as Charles Darwin and Mary Anning did. Recognise that adaptation and evolution occurs over a long period of time and can help animals survive in a range of habitats.**

**Lesson 1 - Fossil focus - we are palaeontologists!**

**Watch videos of recent discoveries in Patagonia- look at techniques used.**

**Use sand trays and brushes to discover fossils. What could they be?**

**How are they formed?**

**What can they tell us about the past?**

**Drama link to learn and embed the process with key scientific language**

**Lesson 2 - Mary Anning- palaeontologist**

**Research and comic strip - what obstacles did Mary face? How is this different for women scientists now? Build science capital by looking at a range of careers for all genders. What are your aspirations?**

**Hot seating and drama link**

**Lesson 3 - Charles Darwin**

**Learning about Charles Darwin and the theory of evolution through different research media.**

**Go on a Darwin style thinking walk in the school grounds, take photos at points of reflection and scientific questioning.**

### MUSIC INTENT

**(Alongside brass lessons)**

**To develop an understanding of notation and time signatures across a variety of genres.**

To begin to practise a 4 note melody to a country pop tune.

Compare and contrast between orchestral pop music and reggae. Continuing to develop our notation and practising skills

Developing our vocal practise to a soul song.

Compare and contrast between orchestral music and Soul.

Compare and contrast between orchestral music, soul and hip hop.

Revise and review a song from the prior learning and use our reflection skills on our practise.

### IMPACT

**Year 4 Musicians will be able to appraise several styles of music. They will explore the role of a time signature plays and apply the use of notation in practise of a tuned instrument. Alongside this the children will understand how brass instruments work, how to play them and effectively practise techniques.**

### PHSE INTENT

**Children are given an opportunity to explore and discuss potential dreams and aspirations for their futures-where they feel safe and confident to discuss their journey towards becoming citizens of our future.**

**Lesson 1 - Hopes and dreams**

Children are given a platform to believe in hopes and dreams and be able to articulate what dreams they have.

**Lesson 2 - Broken dreams**

Children discuss barriers to achieving dreams and think of tools in order to overcome disappointment if those dreams are not achieved.

**Lesson 3 - Overcoming disappointment**

Children discuss strategies and ways of moving on from disappointment and develop a growth mindset.

**Lesson 4 - Create new dreams**

Children learn how to reassess and set new goals in order to deliver further success or overcome disappointment.

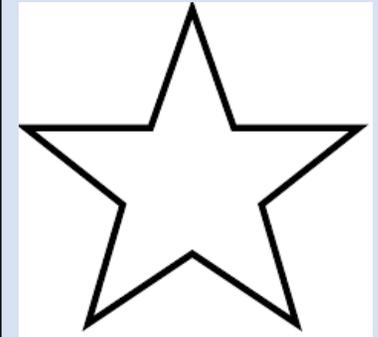
**Lesson 5 - Achieving goals**

Children discuss and understand how to achieve goals as part of a group as well as an individual.

**Lesson 6 - We did it**

### Computing

**Year 4 ICT has been and is being covered in Autumn 2022 and Summer 2023**



<p>Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Lesson 5/6 -Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p style="text-align: center;"><b>IMPACT</b></p> <p>SRG RE-Searchers will know that Christians believe God is Trinity: Father, Son and Holy Spirit. They will know that Christians believe the Father creates; he sent his Son who saved his people; the Son sent the Holy Spirit to his followers. They will know that Jesus, the Son of God, is seen by Christians as revealing what God the Father is like and understand God is challenging; people spend their whole lives learning more and more about God and that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>Modelling and asking of <b>curious questions.</b></p> <p><b>Lesson 4- Amazing Adaptations!</b> <b>Research</b> link to African animals - what adaptations do they have for different habitats? Annotated animals from different African habitats eg savanna animals - both predators and prey such as zebra and cheetah. Physical and behavioural characteristics.</p> <p><b>Lesson 5- Adaptation - your turn!</b> Using the previous learning, create an African animal to fit into an imaginary African country that has a wide range of habitats and climates. How can it survive - look at physical appearance but also behavioural characteristics.</p> <p style="text-align: center;"><b>IMPACT</b></p> <p>SRG scientists will refine their curious questions based on their observations in the real world around them and on the school farm. They will begin to understand how evolution and adaptation are linked and help animals survive. Pupils will be able to discuss the work of scientists such as Mary Anning and Charles Darwin and how their work has shaped current scientific thinking.</p>		<p>Children discuss how to deal with achieving goals and how to store them within their 'memory bank treasure chest.'</p> <p style="text-align: center;"><b>IMPACT</b></p> <p>Children will have gained confidence in the process and journey of setting goals- whilst dealing with setbacks and being able to re-assess along the journey.</p>	
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**DT  
INTENT**

**PE  
INTENT**

**Gymnastics**  
Lesson 1 -  
Can you find the different ways to take off and land when jumping?  
Can you link two jumps with a travelling movement with control?

Lesson 2 -  
Can you perform and name different jumps (E.G. Straight, star, half turn, tuck)? Can you create a sequence of 7 different actions on the apparatus with good body tension and including two jumps?

Lesson 3 -  
Can you link jumps with sideways rolls with quality and body tension? Can you evaluate your own performance and those of others?

Lesson 4 -  
Can you perform a forward roll safely?  
Can you link together a jump, roll and balance neatly on the floor and apparatus?

Lesson 5  
Can you create and evaluate a sequence as detailed in the pupil challenge and practise for a performance?

**IMPACT**  
Year 4 SRG gymnasts will be able to create and refine sequences both individually and in small groups.

**Geography  
INTENT**

Children to be introduced to the concept of compare and contrast through exploring the wider world and making links to locality. Children will develop their understanding of the skills of a geographer whilst learning about comparison on a global scale.

Lesson 1-  
Can I explain the difference between a country and a continent and make **comparisons** between Africa and the rest of the world?

Lesson 2:  
Can I show my understanding of climates and biomes by **investigating** the weather patterns across the globe?

Lesson 3:  
Can I show my understanding of the equator and hemispheres by **presenting** to an audience?

Lesson 4:  
Can I **investigate** and produce a non-chronological report on a **comparative** country by researching and collaborating?

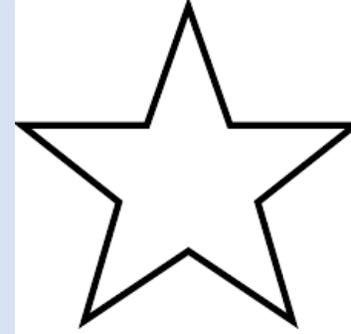
Lesson 5:  
Can I make a **comparison** between two schools- focussing on the social and economical differences between the two?

**IMPACT**

LKS2 Geologists will be able to implement the key skills of geography whilst developing their understanding of the wider world from a social, economic and industrial viewpoint.

**History**

**History was and is covered in  
Autumn 2 and Summer 1**



**MfL  
INTENT**

Year 4 linguists will be exposed to new vocabulary linked to rooms in a house and be able to explain where they are using prepositions.

Lesson 1 - Rooms in a house  
Children learn the names for rooms in a house by labelling a blank house.

Lesson 2 - Sentences involving direction and place - Dans ma chambre, Dans ma salle de bains, Dans ma cuisine

Lesson 3 - Pastimes and hobbies.  
Children learn the names of sports and pastimes including; le basket, le football, le natation, le tennis, la lutte, la boxe, le hockey, le ski.

Lesson 4 -  
Children learn vocabulary linked to sports and games and pastimes - J'aime jouer, Je déteste jouer,  
Lesson 5 -

**IMPACT**

Year 4 linguists will

