

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



**SIR ROBERT GEFFERY'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.*

<p><b>RE INTENT</b></p>	<p><b>SCIENCE INTENT</b></p>	<p><b>ICT INTENT</b></p>	<p><b>PHSE INTENT</b></p>	<p><b>MfL INTENT</b></p>
<p>To enhance pupils' understanding and appreciation of Jewish beliefs, practices, and values, this unit focuses on Jewish festivals, family life, and key elements of Judaism. By studying these aspects, students will gain insights into the core values and priorities of Jewish people. This unit aims to foster respect, empathy, and an inclusive mindset towards diverse faiths and cultures. It offers students the opportunity to reflect on their own values, beliefs, and celebrations, promoting a broader understanding and appreciation of religious diversity in the United Kingdom.</p> <p><u><b>2.10 How do festivals and family life show what matters to Jewish people?</b></u></p> <p>Lesson 1 - LQ: Can I explain and describe ways that many Jewish people mark Shabbat and what it looks like in the UK today?</p> <p>Lesson 2 - LQ: Can I explain what different Jewish people celebrate at Rosh Hashanah?</p> <p>Lesson 3 - LQ: Can I explain what happens at the festival of Yom Kippur?</p> <p>Lesson 4 - LQ: Can I tell the story of Passover (Pesach) and explain why many Jews celebrate every year?</p> <p>Lesson 5 - Visit to a synagogue.</p> <p><b>IMPACT</b></p> <p><b>Pupils will have a thorough understanding of Jewish festivals and family life, including their significance and how they reflect the values and beliefs of Jewish people.</b></p>	<p>To build on an understanding of how animals and plants in an environment are interlinked through food chains.</p> <p>To begin to build an understanding of how humans can positively and negatively affect the environment. This will build on food chain work from last year.</p> <p>Lesson 1 - An introduction to the rainforest. What lives there? Why?</p> <p>Lesson 2 - Threats to the rainforest - deforestation.</p> <p>Lesson 3- Food chains in the rainforest</p> <p>Lesson 4- Save our Home <a href="https://www.stem.org.uk/resources/elibrary/resource/133747/save-our-home">https://www.stem.org.uk/resources/elibrary/resource/133747/save-our-home</a> Exploring the link between chocolate biscuits and rainforests orangutans.</p> <p>Lesson 5 - Debate session - children take on the role of scientists, farmers etc. What solutions are there for the future? Use all learning from the unit here through preparation of arguments and asking/answering questions.</p> <p><b>IMPACT</b></p> <p><b>Pupils will be able to discuss the value of the rainforest and how/why it needs to be preserved through reference to food chains, webs, research and the opinions of a variety of people.</b></p>	<p>Pupils will build on previous learning and create programs by planning, modifying and testing commands to create shapes and patterns. Promoting computation thinking, problem-solving, and creativity.</p> <p><b>Lesson 1. Programming a screen turtle.</b>          This lesson will introduce pupils to programming in Logo. Logo is a text-based programming language where pupils type commands that are then drawn on screen. Pupils will learn the basic Logo commands, and will use their knowledge of them to read and write code.</p> <p><b>Lesson 2. Programming letters.</b>          In this lesson, pupils will create algorithms (a precise set of ordered instructions, which can be turned into code) for their initials. They will then implement these algorithms by writing them in Logo commands to draw the letter. They will debug their code by finding and fixing any errors that they spot.</p> <p><b>Lesson 3. Patterns and repeats.</b>          In this lesson, pupils will first look at examples of patterns in everyday life. They will recognise where numbers, shapes, and symbols are repeated, and how many times repeats occur. They will create algorithms for drawing a square, using the same annotated diagram as in Lesson 2. They will use this algorithm to program a square the 'long' way, and recognise the repeated pattern within a square. Once they know the</p>	<p>To be 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.</p> <p><u><b>Lesson 1 - Hopes and dreams</b></u></p> <p>Children are given a platform to believe in hopes and dreams and be able to articulate what dreams they have.</p> <p><u><b>Lesson 2 - Broken dreams</b></u></p> <p>Children discuss barriers to achieving dreams and think of tools in order to overcome disappointment if those dreams are not achieved.</p> <p><u><b>Lesson 3 - Overcoming disappointment</b></u></p> <p>Children discuss strategies and ways of moving on from disappointment and develop a growth mindset.</p> <p><u><b>Lesson 4 - Create new dreams</b></u></p> <p>Children learn how to reassess and set new goals in order to deliver further success or overcome disappointment.</p> <p><u><b>Lesson 5 - Achieving goals</b></u></p> <p>Children discuss and understand how to achieve goals as part of a group as well as an individual.</p>	<p>Children will be given opportunities to build on previous vocabulary learned that is now linked to the new topic of families.</p> <p><u><b>Lesson 1: Naming family members</b></u>          LQ: Can I learn the names of members of my immediate family by noticing?</p> <p><u><b>Lesson 2: Learning the names of wider family members.</b></u>          LQ: Can I learn the names of members of my wider family? This is including uncles, aunts, cousins and step and half siblings</p> <p><u><b>Lesson 3: Building my family story</b></u>          LQ: Can I read, write and say all about my family and ask and answer questions linked to this?</p> <p><b>Lesson 4: Completing family trees and reviewing learning.</b></p> <p><b>LQ: Can I embed the new vocabulary I have learned about members of my family?</b></p> <p><b>No session 5 (Zero Gravity gymnastics)</b></p> <p><b>IMPACT</b></p> <p>Pupils will have a growing vocabulary linked to themselves and their family members and have gained the confidence to share this with classmates.</p>

Through this knowledge, pupils will develop a deeper appreciation of the diversity and richness of religious practices within the United Kingdom.

repeated pattern, they will use the repeat command within Logo to program squares the 'short' way.

**Lesson 4. Using loops to create shapes.**

In this lesson, pupils will work with count-controlled loops in a range of contexts. First, they will think about a real-life example, then they will move on to using count-controlled loops in regular 2D shapes. They will trace code to predict which shapes will be drawn, and they will modify existing code by changing values within the code snippet.

**Lesson 5. Breaking things down.**

In this lesson, pupils will focus on decomposition. They will break down everyday tasks into smaller parts and think about how code snippets can be broken down to make them easier to plan and work with. They will learn to create, name, and call procedures in Logo, which are code snippets that can be reused in their programming.

**IMPACT**

**Pupils will develop a solid foundation in programming skills, including planning, modifying and testing commands to create shapes and patterns. They will be able to apply these skills across different programming platforms and confidently use a range of programming concepts and techniques.**

**IMPACT**

**Pupils 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.**

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**Art**

**INTENT**

To develop pupil's physical skills whilst maintaining a passion and interest across a wide range of artistic approaches. Children will enhance their understanding of art and design in the wider world through the use of a global artist and develop their ability to paint using a plethora of techniques.

Lesson1- Can I explore and understand who my artist is by making comparisons to their work through collaboration?

Lesson 2- Can I design my own painting ensuring that I include the key features of my artist's work?

Lesson 3- Can I produce a piece of art work with precision, ensuring that I show creativity and experimentation?

Lesson 4 (continuation from last week)- Can I produce a piece of art work with precision, ensuring that I show creativity and experimentation?

Lesson 5- Can I evaluate my own project and identify what went well and what could be improved?

**IMPACT**

Art in LKS2 is designed to develop a child's skills whilst embedding their love for a unique subject. Pupils at SRG will have developed the key skills of an artist whilst developing their love and passion for art as well as enhancing their skills of painting in this block of learning.

**PE**

**INTENT**

To develop pupil's ability to plan, refine and rehearse simple phrases in a group and individual dance. Children will be given opportunities to work individually, in pairs, small groups and as a whole class when planning, rehearsing and performing their dance.

<https://youtu.be/BWidRd8PbA0>

Session 1: LQ: Can you develop a phrase based on the characteristics of animals that live in the forest?

Session 2: LQ: Can you create a group phrase based on actions of an explorer in the rainforest?

Session 3: LQ: Can you create and perform a duet based on the journey an explorer may take through the rainforest?

Session 4: LQ: Can you use a clip as the stimulus to create a class tribal dance phrase?

Session 5: LQ: Can you practise and perform a dance based on The Rainforest?

Can you describe and comment on others work explaining what you like and dislike and why?

**IMPACT**

Children will have gained an understanding of creating motifs and phrases in dances, and performing their routines as a class to an audience.

**Geography**

**INTENT**

Geography in LKS2 is designed with the intent that children can learn and embed skills and couple it with knowledge from the wider world. In this topic, pupils will study and develop an understanding of a South American country and make direct comparisons to Britain. Children will continue to embed the key skills of a geographer whilst introducing the key learning concepts to the topic.

Lesson 1- Can I present what I will be learning in this topic through collaboration?

Lesson 2- Can I develop my understanding of climate zones through presentation?

Lesson 3- Can I explain the relevant biome zones and make comparisons to my own country?

Lesson 4- Can I understand the concept of environmental impact and make links to the Amazon rainforest?

Lesson 5- Can I compare two regions in contrasting countries and identify the similarities and differences?

**IMPACT**

Children will have gained an understanding of the human and physical comparisons between a contrasting country in Brazil and that of our own. Children will have embedded their knowledge of countries and continents (including capitals) whilst developing their love for a key foundation subject.

**History**



Victorians and Charles Dickens is covered within the History Curriculum in Spring term 2.

**DT**



DT to be covered in the second half of the spring term.

