

YEAR: 4

TERM: Summer 1 - 2024

TOPIC: Cornwall and the Tamar



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	SCIENCE INTENT	MfL INTENT	PHSE INTENT	Music INTENT
<p>In this study unit, pupils will explore key figures from the Old Testament and their way of life. They will delve into the tale of Noah, imagining his journey in following God, and reflect on the covenant Christians associate with Noah. Drawing parallels to marriage commitments, pupils will analyse various Old Testament texts in depth, stressing the significance of deriving meaning from the original sources rather than relying on secondary media. Later on, pupils will delve into the narrative of Abram/Abraham and his covenant with God, discussing the challenges believers may face in their faith journey.</p> <p>Lesson 1 - LQ: Can I analyse how reading the actual story of Noah helps me understand the challenges he faced in following God, in contrast to just watching a video adaptation, by making comparisons?</p> <p>Lesson 2 - LQ: Can I evaluate Noah's feelings and experiences by relating them to my own emotions and understanding, considering the challenges he faced in following God?</p> <p>Lesson 3 - LQ: Can I understand why Noah is called 'righteous' and what the covenant with God means, and then evaluate how Christian's care for the world by creating?</p>	<p>SRG scientists will learn about the dangers of electricity and how to stay safe. They will be able to identify conductors and insulators of electricity in order to build a switch to control power. Scientists in year 3 and 4 will begin to deepen their understanding of sustainable energy and the advantages and disadvantages of different types.</p> <p>Lesson 1 - LQ - Can I explain the difference between battery and mains power? Looking at electrical safety in the home in addition, before building electrical circuits.</p> <p>Lesson 2 - LQ - Can I create and draw circuits by using symbols?</p> <p>Lesson 3 -LQ - Can I identify conductors and insulators of electricity?</p> <p>Lesson 4 - LQ - Can I utilise my understanding of conductors to design a switch?</p> <p>Lesson 5 - LQ - Can I explain what sustainable energy means and give some examples?</p> <p>IMPACT</p> <p>SRG scientists will be more confident to predict what will happen when a circuit is built. They will build their substantive knowledge linked to electricity and the important related vocabulary. Children will be able to relate the circuits that they build to the electrical circuits in homes and at school. They will know that</p>	<p>SRG linguists will learn about vocabulary linked to food, drinks, shops and shopping. They will be able to read, write and say words linked to this topic. They will begin to deepen their understanding of phrases and complete simple conversations linked to buying and paying for food and drinks.</p> <p>Lesson 1 - LQ; Can I learn the names linked to the subject of drinks by noticing?</p> <p>Lesson 2 - LQ: Can I create a wordbank and my own highstreet linked to the vocabulary associated with different types of shop?</p> <p>Lesson 3 - LQ: Can I ask and answer questions linked to buying and selling drinks in a shop?</p> <p>Lesson 4 - LQ: Can I create a menu for a cafe selling drinks and plan to role play buying and selling drinks?</p> <p>Lesson 5 - LQ: Can I complete my cafe menu and open up for business - buying and selling my own drinks?</p> <p>IMPACT</p> <p>Year 4 linguists will be more confident in developing their spoken language linked to purchasing and selling drinks and be able to ask for different beverages with confidence.</p>	<p>Relationships</p> <p>Year 4 children will have time to explore relationships, love, loss and jealousy.</p> <p>Lesson 1- Can I recognise situations which can cause jealousy in relationships? Children will explore jealousy</p> <p>Lesson 2- Can I identify someone I love and can express why they are special to me ? Children will look at love and loss.</p> <p>Lesson 3- Can I tell you about someone I know that I no longer see? Children will explore the idea of a memory box and share their experiences of memory boxes</p> <p>Lesson 4- Can I recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends? Children will look at getting on and falling out and learn about how we can mend broken friendships</p> <p>Lesson 5- Can I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older? Children will explore an understanding of boyfriends and girlfriends.</p> <p>Lesson 6- Can I know how to show love and appreciation to the people and animals who are special to me?</p>	<p>To be able to identify the purpose, identity and expression within a track, comparing it to examples from other genres.</p> <p>LQ: Can I consider the use of vocals within a gospel track and compare this to a mediaeval piece of music?</p> <p>LQ: Can I maintain my part during a gospel song by collaborating?</p> <p>LQ: Can I consider the purpose for 'A Ceremony of Carols' by Benjamin Britten and compare this to another song I know?</p> <p>LQ: Can I develop my instrumental practice to a piece of EDM by reflecting?</p> <p>LQ: Can I alter the expression used within a piece to alter the purpose and identity of the track?</p> <p>IMPACT</p> <p>Year 4 Musicians will be able to identify the purpose for a piece of music, considering the effect it has on the person listening. They will be able to identify how expression is used to create an identity within the track. Children will make connections between the purpose of a historical piece of music and one of their own, comparing and contrasting its effect for the purpose. Children will develop their vocal practice, making connections between soul studies earlier in the year to support their understanding of gospel music. Children will take their understanding of expression and alter a track using the expression to change the identity of the piece.</p>

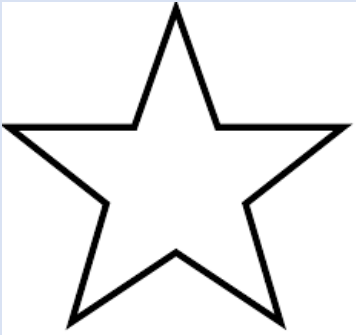
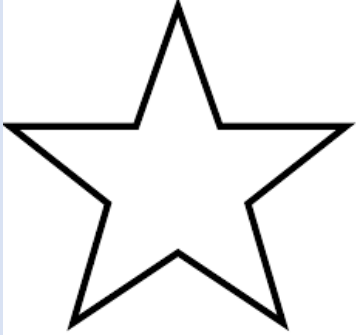
<p>Lesson 4 - LQ: Can I understand the covenant between God and Noah and relate it to Christian weddings, and what promises new Christians might make to God by applying?</p> <p>Lesson 5 - LQ: Can I understand the covenant between God and Abram by imagining and apply this understanding to consider if it is always easy for Christians today to follow God?</p> <p>IMPACT Studying Noah and Abram/Abraham's stories will deepen pupils' appreciation for faith and obedience, fostering spiritual growth. Analysing Old Testament narratives provides insight into Judeo-Christian traditions, promoting cultural awareness and diversity appreciation. Engaging directly with the original texts enhances critical thinking skills, while reflection on biblical figures cultivates empathy and understanding. This RE unit encourages thoughtful exploration, developing spiritual, critical, and cultural competencies through direct text engagement and comparative analysis, enriching pupils' understanding of life lessons from Judeo-Christian traditions.</p>	<p>electricity is useful but can also be dangerous if used incorrectly.</p>		<p>Children can explore their relationships with friends and animals</p> <p>IMPACT Year 4 pupils will have an understanding of how to respond to relationships and their nuances.</p>	
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YEAR: 4
TERM: Summer 1



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Topic: Cornwall and the Tamar

Art INTENT	PE INTENT	Geography	History	DT
<p>Children in the lower half of key stage two will be developing their painting skills whilst challenging themselves with replicating the work of an artist local to the surrounding area of Cornwall.</p> <p>Lesson 1- Understanding the work of my artist.</p> <p>Can I research and understand the techniques used by a local artist in order to understand the success criteria through noticing?</p> <p>Lesson 2-</p> <p>Can I practise the techniques used by my artist in order to replicate their work?</p> <p>Lesson 3-</p> <p>Can I use my skills of perspective and sketching to create a scene from nature using the environment around me?</p> <p>Lesson 4-</p> <p>Can I apply my learning from this block to create a painting similar to my artist's work?</p> <p>Lesson 5-</p> <p>Can I evaluate my work, identifying the key success criteria in the process?</p> <p style="text-align: center;">Impact</p>	<p>Children in Lower Key Stage 2 will have the opportunity to hone their batting, bowling and fielding skills and be able to make decisions in game situations.</p> <p><u>Session 1: LQ: Can I bat and score more runs in cricket?</u></p> <p>Gold I can hit a ball off a cone consistently and to a range of distances. I can direct the ball away from the fielders by angling my bat. Silver I can hit a ball off a cone to a range of distances. I can direct the ball away from the fielders by angling my bat. Bronze I can hit a ball off a cone to a range of distances.</p> <p><u>Session 2: LQ: Can I bat against a moving ball?</u></p> <p>Gold I can hit a ball that is moving consistently and to a range of distances. I can direct the ball away from the fielders by angling my bat. Silver I can hit a ball that is moving to a range of distances. I can direct the ball away from the fielders by angling my bat. Bronze I can hit a ball that is moving at times.</p> <p><u>Session 3 LQ: Can I bowl and take wickets in cricket?</u></p> <p>Gold I can bowl a ball overarm accurately towards a target. I can make the ball bounce just once before passing the stumps. Silver I can bowl a ball overarm in a straight line and make it bounce just once before the stumps.</p>	<div style="text-align: center;">  </div> <p>Geography was covered in both spring 1 and Summer 2</p>	<p><u>Brunel study - how did Brunel shape modern day Britain?</u></p> <p style="text-align: center;">INTENT</p> <p>Children in the lower key stage two will get an introduction into the life and times of Brunel and develop an understanding of where he fits in within the chronological order of Historical Britain whilst identifying the impact that he made on the modern world.</p> <p>Lesson 1- An introduction into Isambard Kingdom Brunel</p> <p>Can I present my understanding on the life and times of Isambard Kingdom Brunel?</p> <p>Lesson 2- Can I understand the events that led to the rise and success of Isambard Kingdom Brunel?</p> <p>Lesson 3- Can I research and plan a biography on Isambard Kingdom Brunel to show how he helped develop modern Britain?</p> <p>Lesson 4- Can I reflect on the life of Isambard Kingdom Brunel in order to write a biography showcasing the impact to which he had on Britain?</p> <p>Lesson 5- Can I edit my work to ensure that it meets the year three writing standards?</p> <p style="text-align: center;">Impact</p> <p>Children in the lower key stage 2 will have significantly developed</p>	<div style="text-align: center;">  </div> <p>Design technology was and is covered within Spring term 2 and Summer term 2</p>

Children in lower key stage two will have developed their painting skills whilst embedding their knowledge of a local artist and how it fits within the overarching topic of Cornwall and the Tamar. Children will also have embraced the challenges the come with paint and enhanced their enjoyment in a key foundation subject.

Bronze I can bowl a ball overarm towards a target.

Session 4 LQ: Can I bowl and take wickets in a game of cricket?

Gold I can bowl a ball overarm accurately towards a target. I can make the ball bounce just once before passing the stumps. Both in a game situation.

Silver -I can bowl a ball overarm in a straight line and make it bounce just once before the stumps in a game situation.

Bronze -I can bowl a ball overarm towards a target in a game situation.

Session 5 LQ: Can I score runs in a game of cricket?

Gold I can take part in a game of cricket using some tactics to score runs. I can bowl consistently in a game situation. I can run between the wickets with a partner using good communication skills.

Silver I can take part in a game of cricket using some tactics to score runs. I can run between the wickets with a partner using good communication skills.

Bronze I can take part in a game of cricket and know how to score a run.

Impact

Children will grow in confidence in their batting, bowling and fielding and be able to confidently display these in game situations.

their understanding towards a key historical figure whilst embedding the key vocabulary linked to that specific time period. Children will also have developed their love for a key foundational topic and made links to the wider world and how it has shaped modern Britain.