

YEAR: 4 TERM: Spring 2 TOPIC: Earth and Space		 <div>SIR ROBERT GEFFERY'S SCHOOL A School for Enthusiasts</div>	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.	
<div>RE INTENT</div> <p>In this unit, pupils will learn about the concept of the 'Gospel' which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus by being 'fishers of people'. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. By exploring links between the teachings within the Bible and what the meaning of Jesus' good news is for Christians, pupils will understand the importance of love, forgiveness, and charity within the lives of many. This includes learning about the parable of the Good Samaritan and how it inspires the work of modern charities and the clergy.</p> <p>Lesson 1 - LQ: Can I explore the concept of 'Gospel' and the Big Frieze?</p> <p>Lesson 2 - LQ: Can I explore the link between the first disciples and how Christians follow Jesus today?</p> <p>Lesson 3 - LQ: Can I examine Jesus' actions towards 'outcasts' and what they mean for Christians?</p> <p>Lesson 4 - LQ: Can I explore the meaning of the 'Good Samaritan' for life in the world today?</p> <p>Lesson 5 - LQ: Can I examine how some Christians show their beliefs about God in the way they live?</p> <p>Lesson 6 - LQ: Can I express my own ideas about the kind of world Jesus wanted?</p> <div>IMPACT</div> <p>Pupils will be able to identify the Gospels as stories of Jesus' life and make clear links between his teachings and the ways Christians today show</p>	<div>SCIENCE INTENT</div> <p>SRG scientists in lower KS2 will be provided with opportunities to develop and apply vocabulary related to the properties of materials. They will investigate absorbency and melting points specifically, with opportunities planned in to contribute to the planning of fair tests and to compare and contract results whilst beginning to analyse working methods. These experiences will help to embed the SRG science skills through specific focus within each session.</p> <p>Lesson 1 - LQ - Can I develop my use of adventurous scientific vocabulary to describe the properties of materials? Sorting and classifying materials by their properties. Relate to the properties of rocks that were studied in the autumn term.</p> <p>Lesson 2 - LQ - Can I observe carefully and collaborate to draw conclusions? What's the melting point? Comparing food stuffs eg butter, chocolate, jam. Melting as a reversible change.</p> <p>Lesson 3 - LQ - Can I consider fair testing whilst planning an investigation? Which material would make the most absorbent toga?</p> <p>Lesson 4 - LQ - Can I carry out an accurate investigation and reflect on my results? Carry out the absorbency practical.</p> <p>Lesson 5 - LQ - Can I explain what an irreversible change is? 'Freaky hand' - bicarb and vinegar Making Mount Vesuvius!</p> <div>IMPACT</div> <p>Lower KS2 scientists will be more competent in explaining the properties of materials and why they are chosen for specific purposes.</p>	<div>COMPUTING INTENT</div> <p>In this unit, pupils will be introduced to the concept of repetition and loops in programming. Pupils will learn how to use logo, a text-based programming language, to create programs that generate shapes and patterns. They will develop skills in planning, modifying, and testing their commands. Some lessons in this unit may extend over multiple sessions. Additionally, opportunities may arise to incorporate additional lessons on online safety and computer skills.</p> <p>LQ - Can I explore logo commands?</p> <p>LQ - Can I create an algorithm to draw letters?</p> <p>LQ: Can I explore online safety and digital citizenship?</p> <p>LQ - Can I use the repeat command to create patterns and debug?</p> <p>LQ - Can I modify loops to create different shapes and predict the result?</p> <p>LQ - Can I break tasks into smaller steps and use procedures in the program?</p> <div>IMPACT</div> <p>By the end of this unit, pupils will have a strong understanding of how repetition and loops work in programming. They will be able to plan and create programs that generate shapes and patterns, using logo effectively.</p>	<div>PHSE INTENT</div> <p>Healthy Me</p> <p>Year 4 pupils will be able to explore their feelings to create a happy, healthy me, recipe book.</p> <p>Lesson 1: LQ: Can I recognise how different friendship groups are formed, how I fit into them and the friends I value the most?</p> <p>Lesson 2: LQ: Can I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations? - outdoor learning activity.</p> <p>Lesson 3: LQ: Can I become aware of how different people and groups impact me and can recognise the people I most want to be friends with?</p> <p>Lesson 4: LQ: Can I recognise when people are putting me under pressure and can explain ways to resist this when I want?</p> <p>Lesson 5: LQ: Can I know myself well enough to have a clear picture of what I believe is right and wrong?</p> <p>Lesson 6: LQ: Can I tap into my inner strength and know how to be assertive?</p> <div>IMPACT</div>	<div>MFL INTENT</div> <p>To develop children's confidence in understanding and speaking French by Learning how to describe themselves and parts of the body using simple sentences children will learn key vocabulary for body parts and descriptive language and begin to apply this knowledge when speaking listening and writing in French they will build on prior knowledge to create longer phrases and sentences with increasing accuracy and confidence.</p> <p>Lesson 1 - LQ: Can I describe myself physically in French?</p> <p>Lesson 2 - LQ: Can I name different body parts in French?</p> <p>Lesson 3 - LQ: Can I describe the body parts of an alien in French?</p> <p>Lesson 4 - LQ: Can I create a drawing of an alien and describe it in French?</p> <p>Lesson 5 - LQ: Can I create sentences describing myself and others in my class in French?</p> <p>Lesson 6 - LQ: Can I learn 10 words related to Easter in French? Can I revisit the vocabulary covered this term and check my understanding using a quiz?</p> <div>IMPACT</div> <p>Year 4 linguistics will be able to Name and describe body parts and physical features using simple French sentences they will demonstrate increased Confidence in speaking and listening with improving pronunciation and recall a vocabulary children will apply their knowledge to describe themselves and others showing an emerging understanding of sentence structure in French they will also develop cultural awareness through learning season</p>

<p>love to all. They will suggest meanings behind Jesus' actions toward outcasts and explain how these actions set a specific example for Christian living. By exploring the parable of the Good Samaritan, pupils will understand the importance of charity and the challenge of loving one's neighbour. Ultimately, pupils will express their own ideas about the kind of world Jesus wanted and reflect on how his message of 'good news' applies to the world today.</p>	<p>Pupils will have developed their practical skills and thought processes through collaborative planning and the experiences to develop greater accuracy in their working methods. They will have begun to explain the difference between reversible and irreversible change in preparation for the development within KS2.</p>		<p>Year 4 pupils will be confident to talk about what makes them happy and healthy and be able to justify their personal choices that lead to this.</p>	<p>over vocabulary and will be able to recall key learning from the unit.</p>
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<p align="center">ART</p> <p align="center">INTENT</p> <p>To design and create a 3D clay vessel inspired by Roman pottery, focusing on form, proportion, and decorative techniques using Magdalene Odundo as their inspiration.</p> <p>Lesson 1 - LQ: Can I be an <i>Analysers</i> to compare the shapes of Roman amphorae with Magdalene Odundo's sculptures?</p> <p>Lesson 2 - LQ: Can I be an <i>Adapter</i> by trying Odundo's 'burnishing' (smoothing) technique on my clay?</p> <p>Lesson 3 - LQ: Can I be <i>creative</i> by designing a pot that has a "personality" like Odundo's work but patterns like a Roman pot?</p> <p>Lesson 4 - LQ: Can I be a Problem Solver to build a stable 3D form using the 'pinch' or 'coil' method?</p> <p>Lesson 5 - LQ: Can I be Creative with 'impressed' and 'relief' decorations, adapting my tools to make different marks?</p> <p>Lesson 6 - LQ: Can I be an Evaluator to judge my finished sculpture against my design and suggest improvements?</p> <p align="center">IMPACT</p> <p>Children in lower key stage 2 will have enjoyed using clay to create a piece of pottery with links to the Roman time period (overarching topic).</p>	<p align="center">PE</p> <p align="center">INTENT</p> <p>To develop children's fundamental racket and ball skills through engaging activities that build coordination, control and accuracy. Children will learn how to aim towards a target, control a moving ball and use basic forehand and backhand techniques. They will develop confidence when working individually and with a partner, applying skills in simple rallies and games while demonstrating teamwork and sportsmanship.</p> <p>Lesson 1 - LQ: Can I aim at targets and react quickly using a racket?</p> <p>Lesson 2 - LQ: Can I track a moving ball and hit it towards a target?</p> <p>Lesson 3 - LQ: Can I use forehand and backhand actions to play a rally?</p> <p>Lesson 4 - LQ: Can I serve the ball using an upward toss and overarm action?</p> <p>Lesson 5 - LQ: Can I use racket and ball skills to score points in stations?</p> <p>Lesson 6 - LQ: Can I play a rally game using all my racket and ball skills?</p> <p align="center">IMPACT</p> <p>Year 3 tennis players will be able to control a ball using a racket with increasing accuracy and confidence. They will demonstrate the ability to aim towards targets, track a moving ball and sustain simple rallies with a partner using forehand and backhand actions. Children will show an understanding of basic serving techniques and simple game rules, alongside improved coordination, balance and reaction skills. They will also demonstrate teamwork, perseverance and good sportsmanship during activities and games.</p>	<p align="center">Geography</p> <p align="center">INTENT</p> <p>Geographers in lower key stage 2 will build on their basic understanding of map reading and begin to develop their map reading skills. They will combine this with a look at the capital cities of key European countries and an explorative look at volcanoes and earthquakes.</p> <p>Lesson 1 - LQ: Can I embed the key capital cities from Europe through collaboration?</p> <p>Lesson 2 - LQ: Can I understand the key principles of map reading through perseverance?</p> <p>Lesson 3 - LQ: Can I present the key features of a map through noticing and presenting?</p> <p>Lesson 4 - LQ: Can I plan and design my own map through collaboration?</p> <p>Lesson 5 - LQ: Can I develop my understanding of earthquakes through presentation?</p> <p>Lesson 6 - LQ: Can I make links to last week and understand the concept of volcanoes through collaboration?</p> <p align="center">IMPACT</p> <p>Children in lower key stage 2 will develop an understanding for the awe and beauty of map reading whilst linking this to key natural features such as earthquakes and volcanoes.</p>	<p align="center">History</p>  <p align="center">History was covered in Spring 1 and will be revisited in the Summer term 1.</p>	<p align="center">DT</p>  <p align="center">Art will be covered in Summer term 1 and 2</p>