

YEAR: 4
TERM: Summer 1
TOPIC: Staying alive



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	MUSIC INTENT	PHSE INTENT	MFL INTENT
<p>Within this unit, pupils will explore key beliefs about God in Islam, focusing on the teachings expressed in Surah 1. They will examine how these beliefs connect to ibadah (worship) and explore how this is reflected in practices such as prayer, fasting, celebrating, and the intention to live out the five pillars of Islam. Pupils will be encouraged to ask questions, engage in critical thinking, and reflect on the value of submission and self-control in Islam, considering whether these principles offer benefits for all people.</p> <p>LQ: Can I explore how festivals and family life show what matters to many Muslims?</p> <p>LQ: Can I explore what the Qur'an teaches Muslims about Allah?</p> <p>LQ: Can I explain why prayer is important to Muslims?</p> <p>LQ: Can I examine why the Mosque is a special place for Muslims?</p> <p>LQ: Can I understand why Muslims fast during Ramadan and celebrate Eid?</p> <p>IMPACT</p> <p>By the end of this unit, pupils will have developed a deeper understanding of the core beliefs in Islam and how they shape religious practices. They will have the opportunity to reflect on the importance of submission and self-control within Islam and think about how these values might positively impact individuals and communities, both within and beyond the Islamic faith. Pupils will be better equipped to appreciate and respect the diversity of religious beliefs, practices and worldviews.</p>	<p>To build on previous knowledge about the human body and digestive functions, through looking at how this energy is used in movement. Children will learn about the function of the skeleton, the names of major bones and begin to investigate statements linked to measurement. They will also look at how these bones appear in other animals and how bones and muscles working together allow movement to occur.</p> <p>A large focus will be placed on the development of drawing conclusions from observed data.</p> <p>Lesson 1 - Can I explain the major bones in the body and the purpose of the skeleton?</p> <p>Lesson 2 - LQ - Can I investigate a statement by using accurate measurement? Looking at ratios in the body to investigate and compare using tape measures eg arm span and height. Children measure themselves and collate results to compare</p> <p>Lesson 3 - LQ - Can I draw thoughtful conclusions from my data? Look at the data from last week. What does it indicate? Are there anomalies? Can we explain why these links might occur?</p> <p>Lesson 4 - LQ - Can I use my observation skills to notice differing types of skeleton and support? Looking at skeletons in the school grounds - farm visit and nature trail. Look at who has exo/endo/hydrostatic skeletons. Why?</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>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?</p> <p>Children will explore jealousy</p> <p>Lesson 2- Can I identify someone I love and can express why they are special to me ?</p> <p>Children will look at love and loss.</p> <p>Lesson 3- Can I tell you about someone I know that I no longer see?</p> <p>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?</p> <p>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?</p> <p>Children will explore an understanding of boyfriends and girlfriends.</p>	<p>To develop children's confidence in using French to talk about food and drink. Children will learn vocabulary for common foods and drinks and use this to say what they eat and drink for different meals. They will build on this by expressing likes and dislikes and begin to group foods into food groups. Children will use this knowledge to build simple sentences and revisit key vocabulary to support understanding.</p> <p>Lesson 1 - LQ: Can I say what I eat and drink in French?</p> <p>Lesson 2 - LQ: Can I say what I eat and drink for different meals of the day in French?</p> <p>Lesson 3 - LQ: Can I learn words for foods from different food groups in French?</p> <p>Lesson 4 - LQ: Can I build my knowledge of words for foods from different food groups in French?</p> <p>Lesson 5 - LQ: Can I revisit the vocabulary covered this term and check my understanding using a quiz?</p> <p>IMPACT</p> <p>Year 4 linguistics will be able to name a range of foods and drinks and say what they eat and drink for different meals. They will express likes and dislikes and group foods into categories. Children will create simple spoken and written sentences using familiar vocabulary. They will show growing confidence in speaking and listening, with accurate pronunciation and an understanding of basic French sentence structures.</p>

	<p>Lesson 5 - LQ - Can I explain the path of movement within the body? Look at reactions and how the brain sends messages through our bodies for muscles to work in pairs. Biceps and triceps and how they move bones.</p> <p>IMPACT</p> <p>SRG scientists will have a firmer substantive knowledge linked to the human skeleton and the differences and similarities between humans and other animals. Children will have gained greater accuracy in measuring using rulers and taper measures and be able to make comparisons between the data they create. They will reflect on their data with greater scrutiny and focus on improving their working methods where anomalies can be seen. This topic will be built on in the next term when looking further at muscles and the cardio-vascular system.</p>		<p>Lesson 6- Can I know how to show love and appreciation to the people and animals who are special to me? Children can explore their relationships with friends and animals</p> <p>IMPACT</p> <p>Year 4 pupils will have an understanding of how to respond to relationships and their nuances.</p>	
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<div>Art</div> <div>INTENT</div> <div>Children in lower key stage 2 will look at the artist Leonardo Da vinci and study how light and dark contrast can create smooth images by using chalk and erasers.</div> <div>Lesson 1- Can I show my understanding of anatomy and proportion through sketching?</div> <div>Lesson 2- Can I develop my skills of blending through observation?</div> <div>Lesson 3- Can I show intricacy and detail to sketch hands through observation and perseverance?</div> <div>Lesson 4- Can I develop my understanding of contrast through noticing and resilience?</div> <div>Lesson 5- Can I make links to my artist in order to create a masterpiece?</div> <div>IMPACT</div> <div>By the end of this unit, children will be able to demonstrate improved technique for shading, blending and contrast whilst developing an understanding for a world renowned artist in Leonardo Da Vinci.</div>	<div>PE</div> <div>INTENT</div> <div>In this unit, children will develop their understanding and application of key athletic skills including sprinting, jumping, and throwing. They will focus on improving technique, control and power, while learning how these skills transfer across different activities. Children will also build teamwork and coordination through group challenges, applying both physical and communication skills in cooperative tasks.</div> <div>Lesson 1 - LQ: Can I develop the correct technique to sprint faster?</div> <div>Lesson 2 - LQ: Can I use control and power to improve my jumping distance and landing?</div> <div>Lesson 3 - LQ: Can I throw with control and power to increase distance?</div> <div>Lesson 4 - LQ: Can I apply my running, jumping, and throwing skills in different events?</div> <div>Lesson 5 - LQ: Can I work as part of a team to use strength and coordination in a tug of war event?</div> <div>IMPACT</div> <div>By the end of this unit, children will be able to demonstrate improved technique and performance in running, jumping, and throwing activities. They will show greater control, coordination, and confidence in applying these skills in a variety of contexts, including team-based events. Children will also develop resilience, cooperation and an understanding of how to work effectively with others to achieve a shared goal.</div>	<div>Geography</div> <div></div> <div>Geography was covered within the Spring term.</div>	<div>History</div> <div>INTENT</div> <div>Pupils of lower key stage 2 will have the opportunity to visit jey personnel through British history with a focus on how they helped shape and impact the country.</div> <div>Lesson 1- Can I review the concepts and skills of history through collaboration?</div> <div>Lesson 2- Can I review the concept of a vaccine and understand who created it through presentation?</div> <div>Lesson 3- Can I look at the significance of a key historical figure through collaboration?</div> <div>Lesson 4- Can I research the impact of Florence Nightingale through noticing?</div> <div>Lesson 5- Can I review the impact that medicine has had on Britain over time through collaboration?</div> <div>IMPACT</div> <div>Children across lower key stage 2 will have a deepening understanding of medicine through history whilst embedding the skills of a historian.</div>	<div>DT</div> <div></div> <div>DT will be covered within Summer term 2</div>