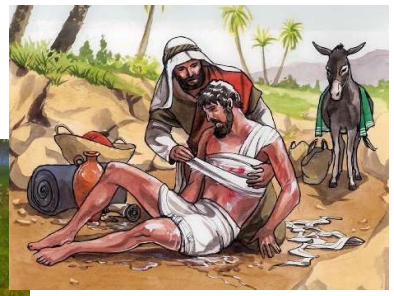
Year 4 R.E. – Building Bridges (reconciliation) - Approximately 5 weeks of learning time

Terminology	Definition
forgiveness	the pardon of wrong-doing
contrition	sorrow for the sin committed together with the resolution not to sin again
absolution	The prayer of forgiveness which the priest prays over the penitent to absolve their sins and let them be reconciled with God
reconciliation	a sacrament instituted by Jesus Christ in His love and mercy to offer sinners forgiveness for offenses committed against God
penance	Prayer(s) or task given by the priest to the penitent in order to help them amend their life and not sin again
confession	The voluntary admission of sins to a qualified priest in order to obtain absolution from him

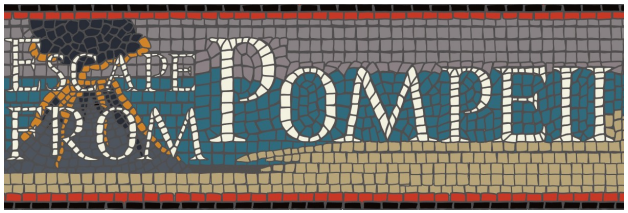


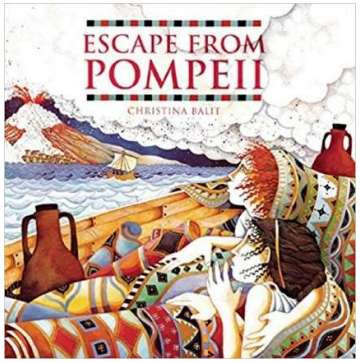
Prior learning	In Year 3, children learned about reconciliation in the topic 'Choices'. The unit covered choices and consequences and the examination of conscience. They can describe what happens during the sacrament of reconciliation.
RE objectives	**Explore: Building Bridges.** Can I ask questions about what I and others wonder about how friendships can be restored? **LF1: Understanding God's Love** Can I make links between the Scripture of Luke 15:3-7, The Lost Sheep, and Christian belief in God's forgiveness and unconditional love? **LF2: Recognising right from wrong** Can I retell the scripture of Luke 10:25-37,The Good Samaritan, and make links between scripture and Christian belief? **LF3: Recognising when we sin** Can I retell the story of The Prodigal Son, Luke 15:11-32, and make links between the scripture and Christian belief? **LF4: Saying sorry - Contrition** Can I use a developing religious vocabulary to give reasons for religious actions used in the Sacrament of Reconciliation? **LF5: Being forgiven - Absolution** Can I give reasons why believers ask forgiveness of others and forgive those who have hurt them? **LF6: Celebrating the Sacrament of Reconciliation** Can I make links to show how feelings and beliefs about reconciliation affect the behaviour of Christians. Can I show understanding to of how religious belief in reconciliation, mercy and forgiveness shapes life? **Respond:** Can I **remember, celebrate and respond** to building bridges of friendship and the importance of admitting wrong and being reconciled with one another and with God.

Year 4 English: Escape from Pompeii – Newspaper recount - Approximately 3 weeks of learning time.

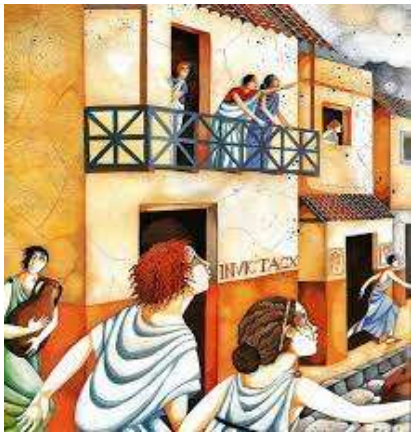
Terminology	Definition
adverbials	adverbials to express cause, time and place, such as yesterday, later, in the city, above the marketplace, as, because
comma	use of the comma after a fronted adverbial
paragraphs	the way in a newspaper report uses short paragraphs
chronological order	that events are written in time order
inverted commas	to punctuate direct speech when using quotes
Powerful verbs	Action words that create atmosphere

Prior learning	Accompanying this unit of study, the geography unit – Extreme Earth
Reading	- Pupils should be taught to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning
Writing	Draft and write by: • planning a headline and introductory paragraph • using cohesion and chronological order across paragraphs • including a direct quote for effect •
Handwriting	Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
Spelling	Pupils should be taught if the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.



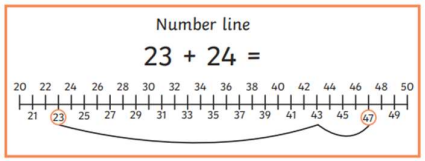


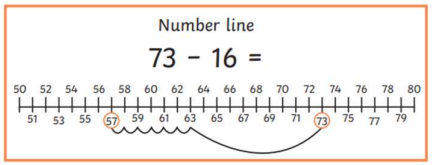
QUOTES
"People run gasping for air. Heading for harbour, Triano and his friend Livia, hide on a boat and witness one of the most terrifying moments-in recorded history -The eruption of Mount Vesuvius and the destruction of their beloved city."
DISCUSSION POINTS
• How do you think Tranio and Livia would have felt when they saw Mount Vesuvius erupt? • What would you have taken with you if you had to escape from a dangerous situation?



Year 4 Mathematics: Addition and Subtraction – Approximately 2 weeks of learning time.

Terminology	Definition
total, plus, sum, altogether	words that mean to add
take away, minus, less than, difference	words that mean to subtract
column addition	formal written method whereby numbers are written in columns according to their place value, with the number to be added below the first number
column subtraction	formal written method whereby numbers are written in columns according to their place value, with the number to be subtracted below the first number
crossing a boundary	where the total of a column in addition is more than 9
regrouping	to exchange 10 of a particular place value column for 1of the next pace value column along
inverse	The opposite of another operation; addition and subtraction are the inverse of each other

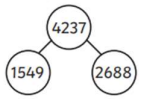




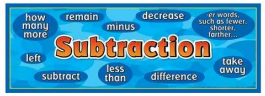
Using Inverse

3476	
2732	744

3476 – 744 = 2732 can be checked using
2732 + 744 = 3476
This part whole shows the inverse calculations using these three numbers.



1549 + 2688 = 4237	2688 + 1549 = 4237
4237 – 1549 = 2688	4237 – 2688 = 1549



Add 4-digit numbers

No exchange

5162
+3427
8589

Starting with the ones, add each column in turn.

One exchange

5162
+3497
8659
1

Starting with the ones, add each column in turn. When adding
6 tens + 9 tens = 15 tens
= 1 hundred + 5 tens
Place 1 hundred under the hundreds answer and 5 tens in the answer.

Multiple exchanges

5864
+3497
9361
11 1

Starting with the ones, add each column in turn. Exchange tens, hundreds and/ or thousands as required.

Subtract 4-digit numbers

No exchange

5789
- 3421
2368

Starting with the ones, subtract each column in turn.

One exchange

6 1
5749
- 3471
2278

Starting with the ones, subtract each column in turn. When subtracting 4 tens -7 tens, exchange 1 hundred to make:
14 tens – 7 tens = 7 tens

Multiple exchanges

6131
5742
- 3476
2266

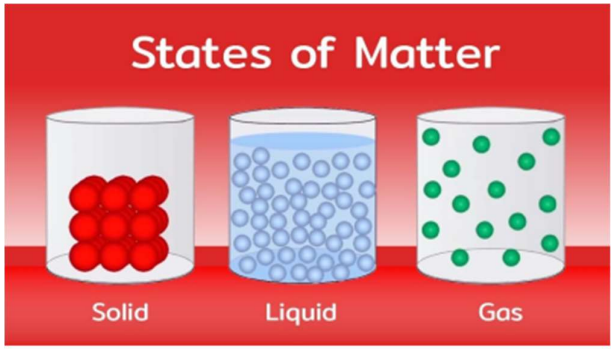
Starting with the ones, subtract each column in turn. Exchange tens, hundreds and/ or thousands as required.

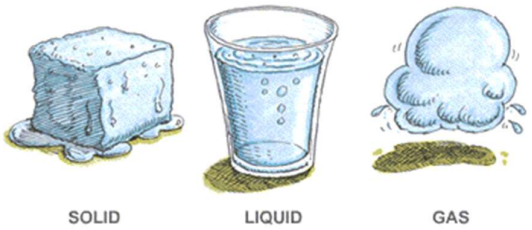
Prior learning	Children began column addition and subtraction in Year 3 and have some experience of regrouping

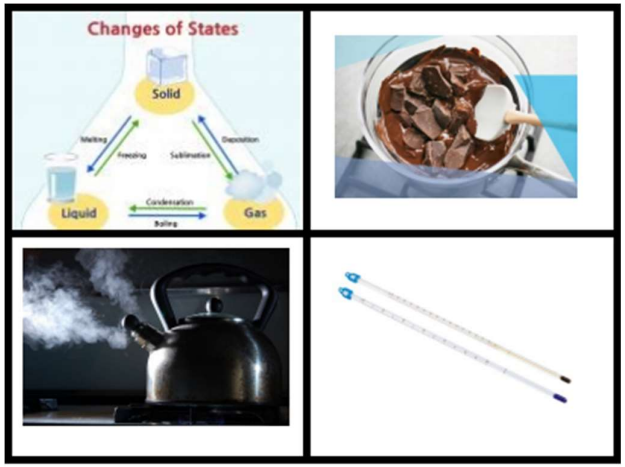
Math learning objectives	Pupils should be taught to:
	▪ add and subtract numbers mentally, including:
	  ▪ a three-digit number and ones
	  ▪ a three-digit number and tens
	  ▪ a three-digit number and hundreds
	▪ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	▪ estimate the answer to a calculation and use inverse operations to check answers
	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Year 4 Science – States of Matter - Approximately 7 weeks of learning time

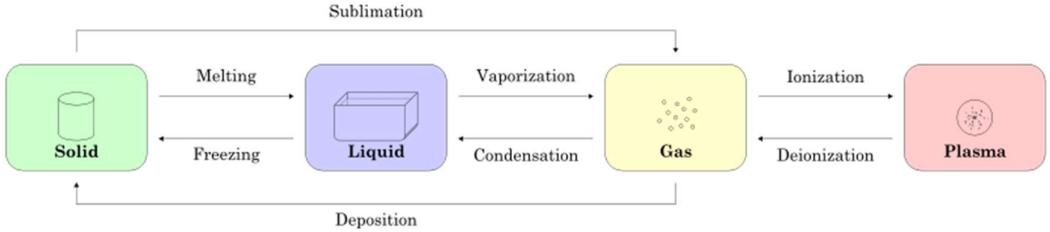
Terminology	Definition
condensation	Turn a gas in to a liquid
evaporation	Turn a liquid in to a gas
precipitation	Liquid or solid particles that from the clouds in the form of rain, sleet or snow
Boiling point	The point at which a liquid boils and turns from a liquid in to vapour
Melting point	The temperature at which a given solid with melt to a liquid
Liquid	A substance that flows freely but is of constant volume
Solid	A substance with a fixed shape and volume
Gas	a substance which will expand freely to fill a whole container and has no fixed shape or volume







Prior learning	Children will have existing knowledge of how shapes can be changed by squashing bending, twisting and stretching. Children will have learnt how to describe the properties of different materials using words like: transparent or opaque, flexible etc. • Children will have knowledge and be able to recall which materials are natural and which are man made. Children will have an understanding of which materials cannot be changed back after being heated, cooled, bent, stretched or twisted.
Science objectives	Pupils should be taught to: ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



Year 4 Geography – Extreme Earth - Approximately 6 weeks of learning time

Prior learning	This unit builds on knowledge from key stage 1 where they have learned the name and location of the continents. They have also learned to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Geography objectives

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical characteristics

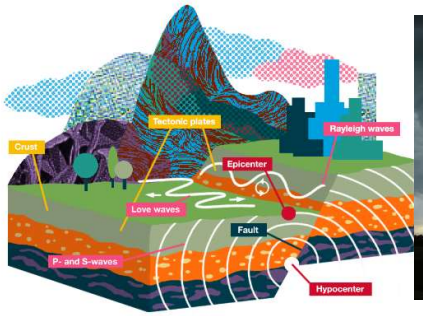
Human and physical geography

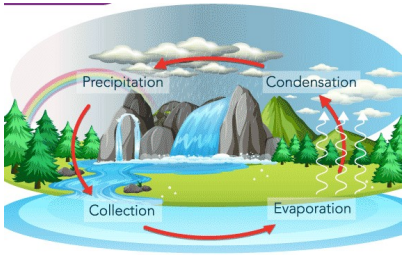
- describe and understand key aspects of:
  - physical geography, including: volcanoes and earthquakes

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Terminology	Definition
Climate	the long-term pattern of weather in a particular area
Tropics	The region of. Earth's surface that is closest to the Equator
Typhoon	a big storm that forms in warm, tropical ocean waters of the world
Hurricane	a large rotating storm with high speed winds that forms over warm waters in tropical areas
Cyclone	a powerful spinning storm that contains strong winds and rain that swirl around a calm eye
Tornado	a giant tube of air that spins violently, extending from the thunderstorm to the ground
Condensation	a process by which a substance changes from a gaseous state to a liquid state
Evaporation	a process where liquids change to a gas
Tectonic plates	broken pieces made of the Earth's crust or lithosphere





Design Technology – Adapting a Recipe - Approximately 5 weeks of learning time

Terminology	Definition
research	an investigation or study to find out facts in order to reach a conclusion
texture	how something feels, including its appearance and consistency
aesthetic	the way a product looks and feels. The first impression of a product is often visual, making aesthetics very important
Cross-contamination	the transfer of harmful substance from one person, object or place to another
processed	the ways that are used to change raw ingredients into food so that they can be eaten by humans
measure	the process of calculating and determining the specific amount of an ingredient required by using a standard measurement device
diet	Food and drink consumed by a person
design criteria	the precise goals that a project must achieve in order to be successful

Prior learning	Children have experience of making sandwiches in Year 3 and have learned the different food groups and their functions.
DT objectives	Pupils who are secure will be able to: • Follow a recipe, with some support. • Describe some of the features of a biscuit based on taste, smell, texture and appearance. • Adapt a recipe by adding extra ingredients to it. • Plan a biscuit recipe within a budget.
Key Knowledge and Skills	• To know that the amount of an ingredient in a recipe is known as the 'quantity'. • To know that it is important to use oven gloves when removing hot food from an oven. • To know the following cooking techniques: sieving, creaming, rubbing method, cooling. • To understand the importance of budgeting while planning ingredients for biscuits.

Teaching Type: **Intermediate**

Unit: **JE ME PRÉSENTE**

Unit Objective: To say your name, age, how you are feeling and where you live in French.

By the end of this unit, we will be able to:

- Count to 20.
- Ask somebody how they are feeling, their age, name and where they live.
- Say how we are feeling, how old we are, what our name is and where we live.
- Apply rules of adjectival agreement when saying our nationality.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the **'Early Learning'** units (in particular numbers 1-10 and how you are feeling).
- What a verb is in English and knowledge of high frequency first person verbs such as **je suis** (I am), **j'ai** (I have) and **j'habite** (I live).

Skills we will develop:

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.

Activities we will complete:

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Grammar we will learn & revisit:

Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / being described is female.

Phonics & Pronunciation we will see:

Recommended phonics focus: **I IN IQUE ILLE**

- **IN** sound in **cinq**
- **I** sound in **huit, dix, Patrick, habite, Paris** & **suis**
- **Silent letters**. 'S' is not pronounced in **appelles, ans, Paris, Londres or habites.** This often happens when 's' is the final consonant in a word.
- **Elision.** As seen in **je m'appelle**. Dropping of the last letter of a word (in this case the 'e' in **me**) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.

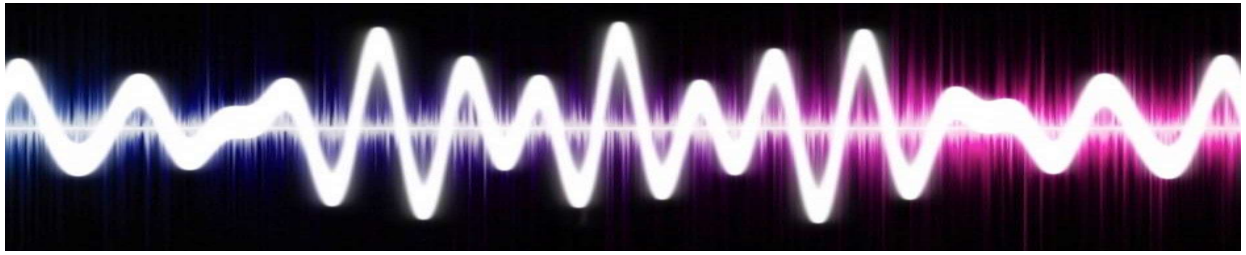
Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time. All language is listed on the Vocabulary Sheet.

Year 4 Computing –Audio Production- Approximately 6 weeks of learning time

Terminology	Definition
audio	sound, especially when recorded, transmitted, or reproduced sound, especially when recorded, transmitted, or reproduced
microphone	a device that captures audio by converting sound waves into an electrical signal
podcast	A digital audio file made available on the internet for downloading
align	to arrange in such a way that the audios start at the same point, considering their waveforms, ensuring that the recorded tracks are properly synchronized with one another
trim	the process of cutting off either a part of the beginning or the end of a file to reduce its total length
MP3	is an abbreviation for MPEG-1 Audio Layer 3, for encoding digital audio

Prior learning	Children have experience of adding sound to an animation from Year 3.
Computing objectives	To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project To evaluate the effective use of audio



Knowledge Organiser – Mamma Mia – Year 4, Unit 1

charanga MUSICAL SCHOOL

1 – Listen & Appraise: Mamma Mia (Pop)

Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Find the pulse as you are listening.

2 – Musical Activities **using glocks and/or recorders**

Warm-up games play and copy back using up to 2 notes – G + A.
Bronze: no notes | Silver: G, sometimes A | Gold: G + A challenge.
Which challenge did you get to?

Singing in unison

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

Improvise using up to 3 notes – G, A + B.
Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. *Which challenge did you get to?*

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions

About this Unit

Theme: ABBA's music.

Facts/info: ABBA was a Swedish pop group formed in 1972.

Listen to 4 other ABBA songs/pieces:

- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

Vocabulary: Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?