

## Year 4 R.E. – Pentecost – New Life - Approximately 4 weeks of learning time

Terminology	Definition
Resurrection	The raising of the body to life, after death
Pentecost	50 days after Easter where we remember the gift of the Holy Spirit. It is a renewal of the mission and purpose of our faith and a celebration of hope.
Good News	It is a message of salvation. He came down not just that He may share in our humanity, but that we may share in His divinity.
Holy Spirit	The power of God at work on the Earth. In the scriptures it is often depicted as wind, fire or in the form of a dove.
Mission	This signifies purposeful movement—being sent from one place to another for a purpose. The apostles of Jesus were among the first to be sent out on a mission to share what Jesus was proclaiming.

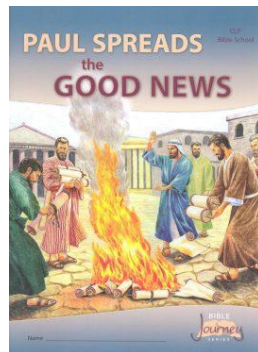


### Prior learning

This topic allows the children to build on their knowledge from the year 3 topic 'Energy which looks at the wonder and power of the Holy Spirit, The Celebration of Pentecost, The Ascension, The Gift of the Holy Spirit. Following this, the children will hear and live the Easter message, spreading the Good News. They will also understand the importance of the power of the Holy Spirit, while exploring Paul's letters about his journey spreading the Good News.

### RE objectives

- Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
- Describe, with increasing detail and accuracy:
  - those actions of believers which arise as a consequence of their beliefs
  - the life and work of key figures in the history of the People of God
- Make links between:
  - beliefs & life, giving reasons for actions and choices
- Make links to show how feelings and beliefs affect their behaviour and that of others
- Express a point of view



## Year 4 R.E. – Community (Local Church) - Approximately 4 weeks of learning time

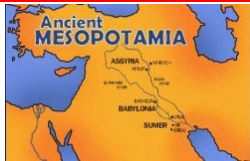
Terminology	Definition
apostles	Those chosen by Jesus to be his followers
ministry	The actions carried out by deacons, priests, and bishops in the name of the Church
community	a group of people living close together within a society
ordained	sacrament by which men are ordained as priests or deacons
sacristan	a person who has charge of the contents of a church, especially the sacred vessels, vestments
chalice	The cup-shaped vessel or goblet used at Mass to contain the Precious Blood of Christ
lay person	Anyone who is a Catholic and who is not a member of the clergy
catechist	Someone who witnesses to the faith by sharing his/her faith commitment through word, experience, prayer and liturgy



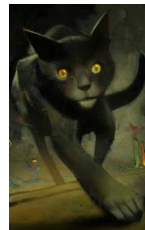
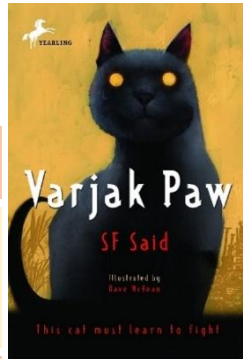
*Prior learning* In Year 3, children learned about the local church, focusing on the liturgical year. Children learned about the seasons of the Christian calendar.



*RE objectives*

- Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used
- Describe, with increasing detail and accuracy:
  - those actions of believers which arise as a consequence of their beliefs
  - the life and work of key figures in the history of the People of God
  - different roles of people in the local, national and universal Church
  - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments
- Make links between:
  - beliefs & worship, giving reasons for actions and symbols
  - beliefs & life, giving reasons for actions and choices
- Use a range of religious vocabulary
- Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose
- Make links to show how feelings and beliefs affect their behaviour and that of others
- Use a given source to support a point of view
- Express a point of view
- Express a preference



## Year 4 English: Varjak Paw – Narrative - Approximately 4 weeks of learning time.



Prior learning	This unit builds on previous narratives, using a wider range of grammatical features. It builds on learning in previous fiction books, 'The Wind in the Willows', 'Matilda' and 'The Lion, the Witch and the Wardrobe'
Reading	<p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Evaluate how the authors choice of third-person limited narrator affects the reader (building on 'Matilda' Y4)</li> <li>Identify how the author utilises the feline characteristics of the narrator (building on the anthropomorphic features of 'Wind in the Willows' Y4)</li> <li>Analyse how language and point of view contribute to the narrative (building on 'Matilda' Y4)</li> </ul>
Writing	<p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Incorporate anthropomorphic features into writing (building on the anthropomorphic features of 'Wind in the Willows' Y4)</li> <li>Create pace within a narrative through punctuation and sentence choices</li> <li>Use dialogue correctly to convey the character and advance the action (building on focus across Y3 on dialogue)</li> </ul>
Grammar and Punctuation	<p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Convert spoken word into direct speech starting with the reporting clause maintaining the key characteristics of the animal (building on dialogue in 'Wind in the Willows' Y4)</li> </ul>
Oracy	<p>The children will learn to:</p> <ul style="list-style-type: none"> <li>Use appropriate volume, pace and tone to emphasise the drama of the prose (building on 'Matilda' Y4)</li> <li>Consider position and posture when addressing the audience</li> <li>Utilise pauses for dramatic effect (building on 'The Lion, The Witch and The Wardrobe' Y4)</li> <li>Use eye contact effectively and look at audience whilst retaining fluency</li> </ul>
 	

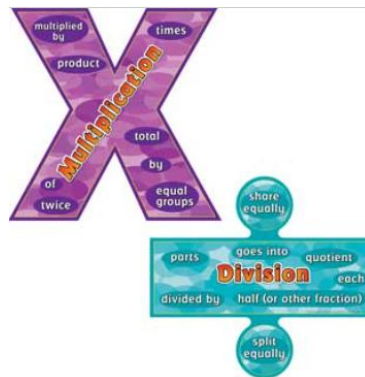
Terminology	Definition
Third person	the narrator is not part of the story and the characters never acknowledge the narrator's presence. e.g. 'He sneakily crept up on them. This was it and soon they'd know it.'
anthropomorphic	giving human qualities like emotions, feelings, and thoughts to animals
pace	the speed at which a story unfolds, affecting how quickly or slowly it moves for the reader
dialogue	conversation that's spoken or written between two or more people
Direct speech	Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words.
Inverted commas	punctuation marks which signal to the reader where spoken words begin and end within a sentence
Reporting clause	A reporting clause after direct speech tells the reader who is speaking. e.g. "I can't see anything," said Motly.
adverb	tell us more about the verb. <b>Adverbs of degree:</b> e.g. almost, extremely. <b>Adverbs of frequency:</b> e.g. frequently, never. <b>Adverbs of time:</b> e.g. tomorrow, eventually. <b>Adverbs of place:</b> e.g. outside, everywhere. <b>Adverbs of manner:</b> e.g. quickly, fast.
Subordinate clause	connects a subordinate clause, also known as a dependent clause, to the rest of the sentence. Common subordinating conjunctions include: if, since, when, although, while, after and until.
suspense	The feeling of excitement or nervousness when you don't know what will happen next

# Year 4 Mathematics: Multiplication and Division – Approximately 2 weeks of learning time.

Terminology	Definition
Equal groups, times, multiplied by, of, product	words that mean to multiply
Share equally, each, groups of, parts,	words that mean to divide
column multiplication	formal written method whereby numbers are written in columns according to their place value, multiplying by the ones before the tens
commutativity	where multiplication can be done in any order eg, $9 \times 5$ or $5 \times 9$
distributive law	the rule where you can partition a number and multiply each digit then add the total together
factor pairs	2 numbers that are multiplied together to give a product, eg $4 \times 3 = 12$ 4 and 3 are factor pairs
array	An arrangement of objects in rows and columns to represent multiplication and division

Kit for Kids

	$5 \times 3$	15
	$6 \times 3$	18
	$7 \times 3$	21
	$8 \times 3$	24



## Short division

$98 \div 7$  becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \phantom{0} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

Answer: 14

$432 \div 5$  becomes

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{40} \phantom{0} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Answer: 86 remainder 2

$496 \div 11$  becomes

$$\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{44} \phantom{0} \\ 56 \\ \underline{55} \\ 1 \end{array}$$

Answer:  $45 \frac{1}{11}$

## 123 × 5

1st Step

$$\begin{array}{r} 123 \\ \times 5 \\ \hline 615 \\ \hline \end{array}$$

2nd Step

$$\begin{array}{r} 123 \\ \times 5 \\ \hline 15 \\ \hline \end{array}$$

3rd Step

$$\begin{array}{r} 123 \\ \times 5 \\ \hline 615 \\ \hline \end{array}$$

Prior learning

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

Math learning objectives

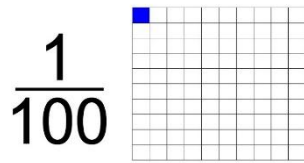
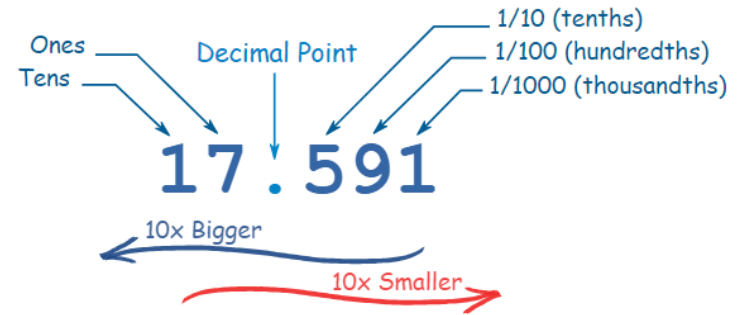
Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

# Year 4 Mathematics: Decimals – Approximately 2 weeks of learning time.

Terminology	Definition
Decimal	used to represent the portion/part of the whole thing
Decimal place	The decimal place values from left to right are tenths, hundredths, thousandths, ten-thousandths, hundred-thousandths, and so on.
Decimal point	is usually written as a point or a dot and is used to separate the whole part of a number from the fractional part.
Tenth	a single part of something that has been divided equally into ten parts
Hundredth	a single part of something that has been divided equally into a hundred parts



"one hundredth"

10's	1's	0.1's	0.01's
10 10	1 1	0.1 0.1	0.01 0.01
10 10	1 1	0.1 0.1	0.01 0.01
	1 1	0.1	

$\frac{1}{1}$		100% 1	One Whole
$\frac{1}{2}$		50% 0.50	One Half
$\frac{1}{3}$		33.3% 0.333	One Third
$\frac{1}{4}$		25% 0.25	One Quarter
$\frac{1}{5}$		20% 0.20	One Fifth
$\frac{1}{6}$		16.6% 0.166	One Sixth
$\frac{1}{8}$		12.5% 0.125	One Eighth
$\frac{1}{10}$		10% 0.10	One Tenth
$\frac{1}{12}$		8.33% 0.0833	One Twelfth

Prior learning	Children are introduced to decimals for the first time. Learning will be linked to fractions and money..
Math learning objectives	<ul style="list-style-type: none"> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents to one quarter, a half, three quarters</li> <li>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>

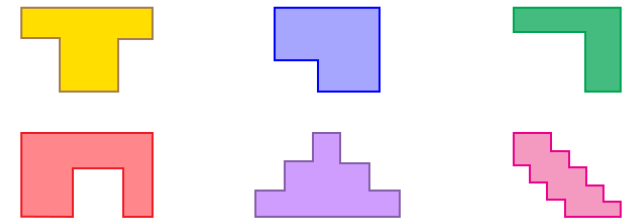
0-01	0-02	0-03	0-04	0-05	0-06	0-07	0-08	0-09
0-1	0-2	0-3	0-4	0-5	0-6	0-7	0-8	0-9
1	2	3	4	5	6	7	8	9
10	20	30	40	50	60	70	80	90
100	200	300	400	500	600	700	800	900
1000	2000	3000	4000	5000	6000	7000	8000	9000
10000	20000	30000	40000	50000	60000	70000	80000	90000

# Year 4 Mathematics: Measurement – Approximately 1 week of learning time.

Terminology	Definition
Units of measurement	Helps us measure length, height, weight, temperature, mass, capacity, etc. We use the metric system ie mm, cm, m, km, g, kg, °C, l, ml,
Perimeter	The distance all the way round the outside of a 2D shape
Rectilinear shape	A 2D shape that has straight sides that all meet at right angles
Area	The amount of space taken up by a 2D shapes
Convert	To change a value from one unit of measurement to another

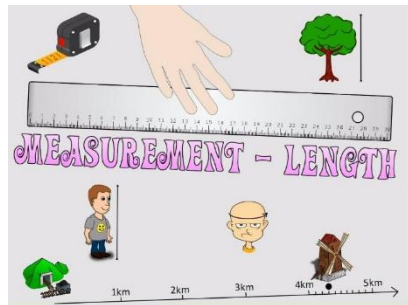
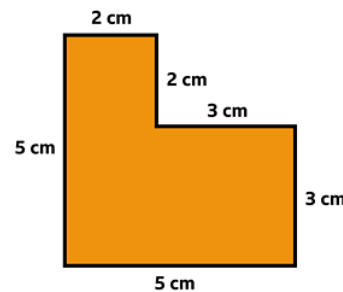


## Rectilinear figures



Prior learning	Children are building on measurement and properties of shapes taught in Year 3 and Year 4
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Math learning objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>find the area of rectilinear shapes by counting squares</li> </ul>
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Measurement conversions

### Capacity

1 litre = 1000 millilitres

1 centilitre = 10 millilitres



l  
cl  
ml

Measurement conversions

### Weight

1 tonne = 1000 kilograms

1 kilogram = 1000 grams

1 gram = 1000 milligrams



t  
kg  
g  
mg

Measurement conversions

### Length

1 kilometre = 1000 metres

1 metre = 100 centimetres

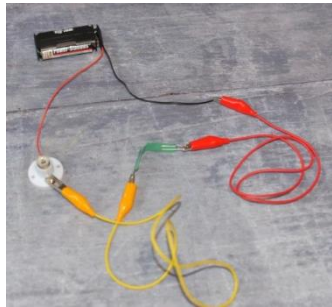
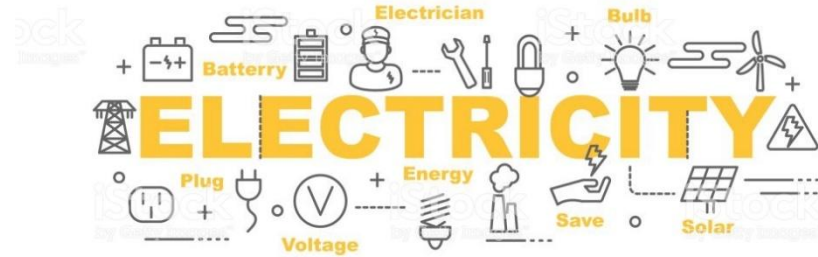
1 centimetre = 10 millimetres



km  
m  
cm  
mm

# Year 4 Science – Electricity - Approximately 5 weeks of learning time

Terminology	Definition
appliance	a machine or device, especially an electrical one used domestically
circuit	a complete path which electrical energy can flow through
conductor	materials that let electricity pass through them easily
insulator	materials that do not let electricity pass through them easily
battery	stores chemical energy
cell	a device used to generate electricity, or to make chemical reactions by applying electricity
switch	a component within an electrical circuit which enables the flow of electricity to be turned on and off

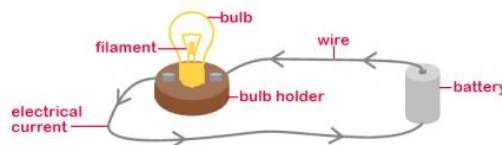
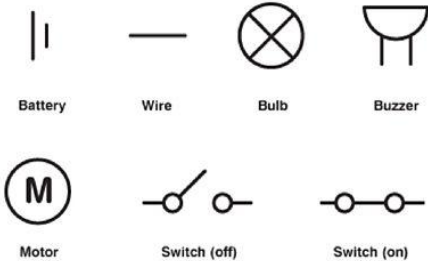


*Prior learning* Children will have existing knowledge of electricity in their environment and know that certain items need electricity to work. They already know that switches turn objects on and off.

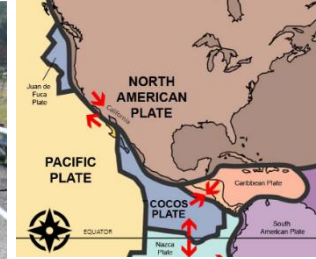
*Science objectives*

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.



# Year 4 Geography – Earthquakes - Approximately 6 weeks of learning time

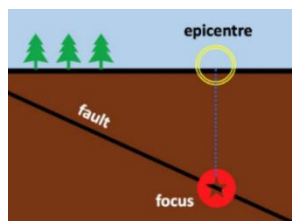
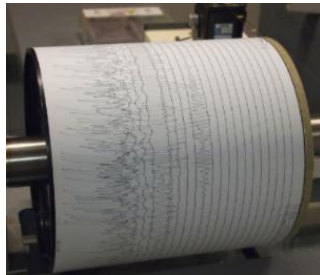


Terminology	Definition
Tremors	Shaking of buildings and surroundings caused by earthquakes
Aftershocks	Smaller tremors that can follow an earthquake
Tectonic plates	The parts that the Earth's crust is made up of
Friction	When plates slide past each other, pressure builds up
Epicentre	The centre of the earthquake
Tsunami	A tidal wave caused by an earthquake underwater
Seismic waves	Waves of energy released from the epicentre of an earthquake
Seismograph	A machine that measures the strength of seismic waves
Richter scale	Ranges from 1-10 to describe how powerful or destructive an earthquake

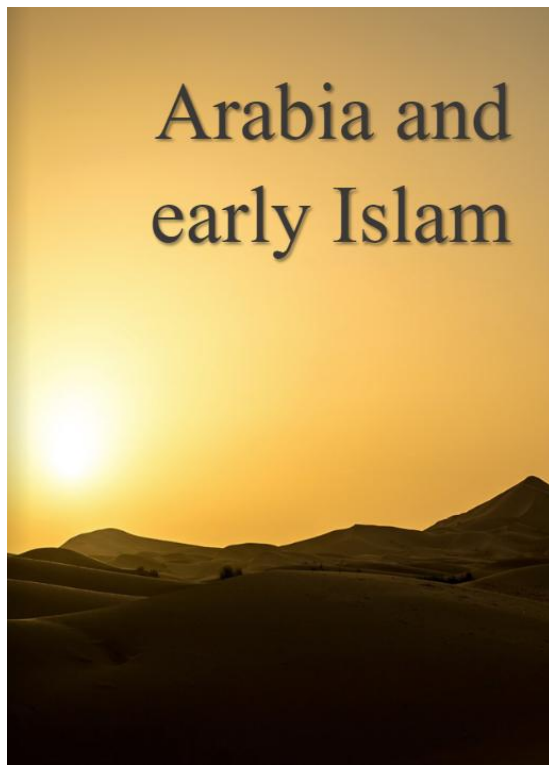
**Prior learning**  
Pupils have prior knowledge of natural disasters, after studying volcanoes last year. They have learned about the layers of the earth.

**Geography objectives**  
**Disciplinary focus: interaction** How do earthquakes affect people and environments??

1. The day that everything shook!  
We are learning a first-hand account of experiencing an earthquake
2. Why do earthquakes happen?  
We are learning why earthquakes happen
3. The San Andreas Fault  
We are learning about the San Andreas Fault
4. How can we measure earthquakes?  
We are learning how we measure earthquakes
5. What are the effects of earthquakes?  
We are learning some of the effects of earthquakes
6. How do humans live with earthquakes?  
We are learning how humans live with earthquakes



# Year 4 History – Arabia and early Islam - Approximately 6 weeks of learning time



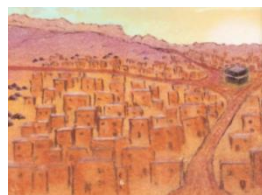
Terminology	Definition
Arabia	Situated between 3 empires, where Arabs live
Islam	The faith that Muslims believe in
Kaaba	A black temple in visited by pilgrims
Revelations	The act of making something known
Submitting	To yield to a greater force
Preach	Teach the word of God
Scorned	To be sneered at and chastised
Mosque	A place of prayer for Muslims
Truce	A compromise made to end a disagreement

*Prior learning* This unit builds on the children's prior knowledge of the Islam faith

*History objectives*

**Disciplinary focus: causation** Why did Islam spread so far and so fast?

1. Makkah: a city in a desert  
We are learning the significance of Makkah
2. Growing up in a desert  
We are learning about Muhammad as a child
3. Arabian worlds  
We are learning about the Arabian worlds before Muhammad
4. A new message  
We are learning the significance of Muhammad's message
5. Escape to Yathrib  
We are learning the reason for Muhammad's escape to Yathrib
6. Return to Makkah  
We are learning how Muhammad returned to Makkah



# Year 4 Art – Rainforests - Approximately 4 weeks of learning time

Terminology	Definition
interpret	interpretation of art helps the viewer of an artwork go beyond simply experiencing an artwork to being able to assign meaning to it. This meaning can deepen appreciation for the work and even illuminate a new way of looking at it.
inference	an idea that is created by using your background knowledge and evidence from the text or a picture.
pattern	a design that is created by repeating lines, shapes, tones, or colours
shape	a two-dimensional, designed created by a closed-line
tone	How light or dark something is
medium	the materials or tools used by artists to create their artworks
shading	a technique used in art to represent light and shade by varying the colour and intensity of the medium being used
additive	a process in which material is combined in a construction-type fashion to form the desired shape
subtractive	the removal of pieces of material through carving, cutting, sanding, and other techniques to acquire the desired form

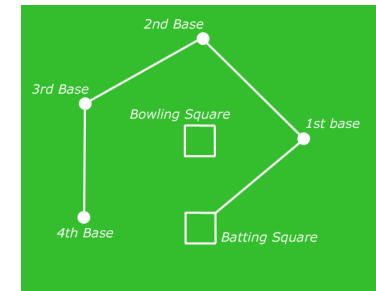
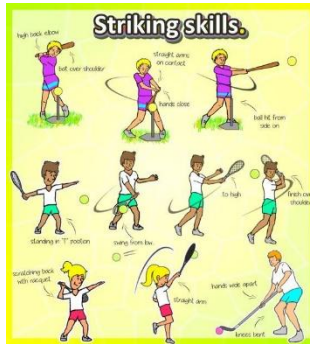


Prior learning	This unit builds on art skills already acquired. In previous units, children have analysed art for meaning. This unit expands their observational skills to observe how objects change in relation to distance.
Key knowledge	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint.</li> </ul>
Key skills	<ul style="list-style-type: none"> <li>To generate ideas from a range of stimuli, using research and evaluation of techniques to develop ideas</li> <li>To use sketchbooks purposefully to improve understanding and develop ideas</li> <li>To apply observational skills, showing a greater awareness of composition</li> <li>To</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>To research the work of two landscape rainforest artists with different styles: John Dyer, Henri Rousseau</li> <li>To plan using perspective and proportion the varying lines needed to ensure that landscape drawings are representative of their subject matter.</li> <li>To using a variety of tools – e.g. pastels, watercolours, poster paints, acrylics to create a landscape.</li> <li>To develop security in colour mixing and tonality which is representative of the landscape which is being created.</li> <li>To critique and evaluate final copy of finished artwork for full evaluation in art and design technology sketch book.</li> </ul>



# Year 4 P.E. – Striking and Fielding – Approximately 5 weeks of learning time

Terminology	Definition
handball	A team sport played by passing a ball using hands, with the aim of throwing the ball into the other team's goal
enchball	team sport played with the primary objective of scoring by passing the ball to a teammate/standing on a bench
throw	applying force to propel a ball
catch	Intercepting a ball with your hands
overarm	Throwing a ball with the arm above the shoulder
underarm	throwing a ball, in which you do not raise your arm above your shoulder
ABCs	Ability, balance and co-ordination
Ball handling skills	The control of the ball, maintaining possession and accurate passing
Spatial awareness	Spatial awareness is the ability to see and understand two or more objects in relation to each other and to one's body in terms of space and distance.
Tactics	Tactics are a plan or strategy put into place to allow the best outcome for an individual or team in sporting competition
Formation	Formation are the positions players of a team are put into during a competitive match. There are different formations depending on your strategy
Accuracy	How precise a pass, shot or throw is when aiming for a specific target.



Prior learning

Children have experience of many team sports that involve balls. They have previously played basketball and netball.

P.E. objectives

This unit will allow pupils to replicate basic skills and improve their knowledge and understanding of the rules around rounders and cricket.

Pupils should be taught:

- To become more confident and consistent when throwing and catching a ball.
- To further develop striking skills and become more accurate when striking the ball.

## Rounder's Rules



### Out when:

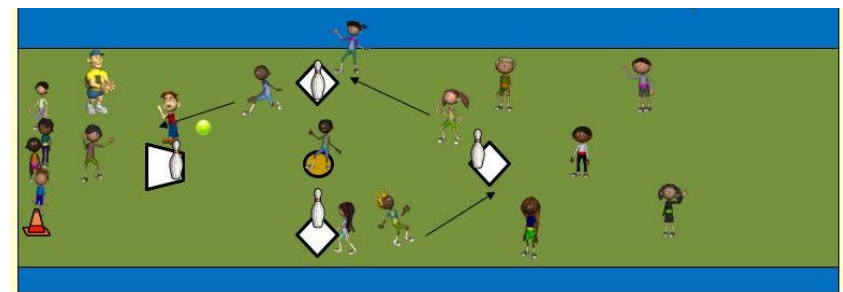
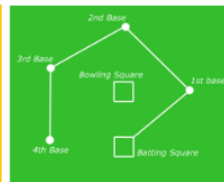
- Caught out
- Foot over front/back line of batting square before hitting a ball
- Running inside post (unless obstructed)
- The post you are running to is stumped
- You overtake another batter on the pitch
- Drop ball
- You do not remain in contact with the post when the bowler has the ball in their box

### Running around the pitch

- You must keep in contact with post
- When the bowler has the ball in the bowling box you cannot move on, but if you are between posts you can carry on to the next
- You cannot have two batters at a post.
- You can move on as soon as the ball leaves the bowler's hand, including no balls
- You must touch 4th post on getting home

### It's a no ball if:

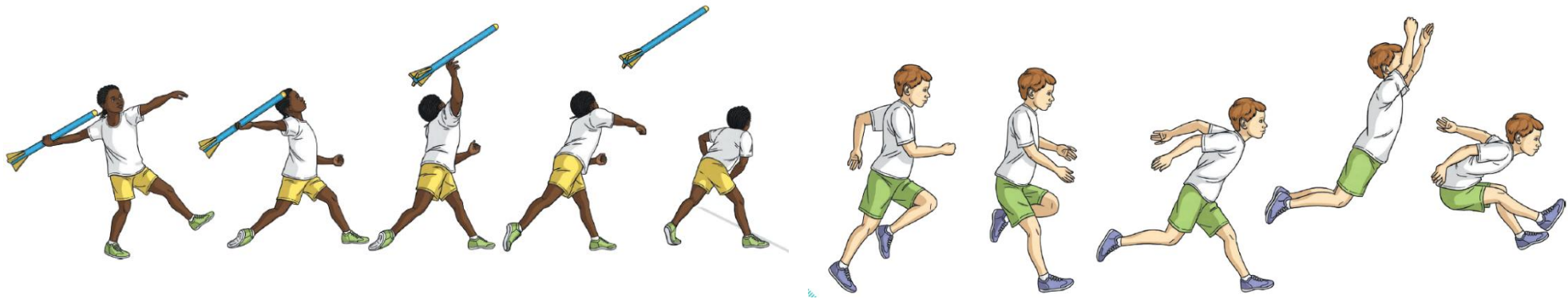
- Ball is not bowled underarm
- Ball is above head or below knee
- Ball bounces on way to the batter
- Is wide or hits the batters body
- The Bowler's foot is outside the square during the bowling action



## BALL SKILLS



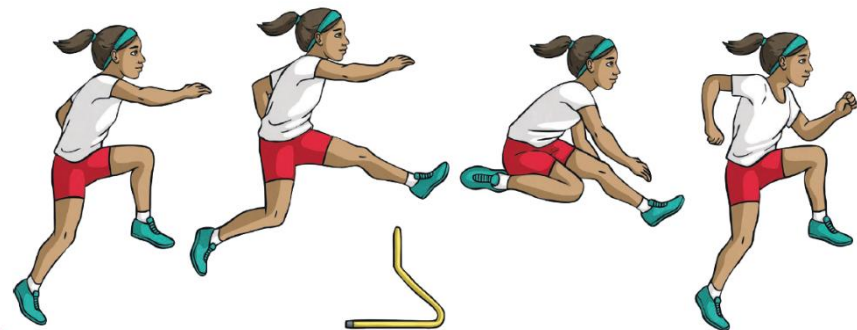
## Year 4 P.E. – Athletics - Approximately 5 weeks of learning time



Terminology	Definition
Short distance	Sprint of 100m, 200m and 400m
Long distance	Running for distances over 1000m
Jump	Long jump, triple jump and high jump
Throw	To send a projectile as far as possible
Performance	How children have completed an activity
Skill	To develop knowledge of how to perform to a high standard
Technique	Precise movement and strategies used to execute a task effectively



Prior learning	Children have experience of games and have developed skills throughout the year.
P.E. objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>



# Year 4 French – Describing Possessions - Approximately 5 weeks of learning time

## La description

actif, active - active  
 blanc, blanche - white  
 massif, massive - massive  
 noir, noire - black  
 pratique - practical  
préféré, préférée - favourite  
 propre - clean  
 sale - dirty  
 sportif, sportive - sporty  
 unique - unique  
 utile - useful

Comment ?  
- How? ?



Quand ? -  
When?



très - very  
 beaucoup (de) - a lot (of)  
 en - in



In most French speaking countries, "**Joyeux anniversaire**" and "**Bon anniversaire**" are the most common ways to wish a happy birthday. In Québec, Canada, they also use "**Bonne fête**".

Joyeux anniversaire  
 Bonne fête  
 Bon anniversaire!



janvier (31) mars (31) mai (31) juillet (31) août (31) octobre (31) décembre (31)  
 février avril juin septembre novembre



Many French-speaking children learn which months have 31 days by using their knuckles!

## Les choses

l'anniversaire (m) - birthday  
 la chanson - song  
 la chose - thing  
 le groupe - group  
 la liste - list  
 le livre - book  
 le magazine - magazine  
 la personne - person  
 la porte - door

## Les mois

le mois - month  
janvier - January  
février - February  
 mars - March  
 avril - April  
 mai - May  
 juin - June  
juillet - July  
août - August  
septembre - September  
 octobre - October  
 novembre - November  
décembre - December



This is the official flag of la Francophonie.

## Phonics

Silent Final 'e' [SFe]	timide [shy]	monde	douze 12	centre	moderne
[ç/c] soft 'c'	ici	cinéma	decider	français	garçon
[ien]	bien	chien	ancien [old/ancient]	bientôt SOON	combien [how much] €?
[au]	question	quatre	expliquer	musique	unique

### Adjectives after nouns

In English adjectives come **before** the noun.

In French adjectives normally come **after** the noun:

a useful book  
un livre utile



a unique song  
une chanson unique



### Saying 'it' in French

Remember il is 'he' and elle is 'she'.

Use il to mean 'it' for masculine nouns, too:

Le livre est utile. → Il est utile. (It is useful.)

Also use elle to mean 'it' for feminine nouns:

La chanson est unique. → Elle est unique. (It is unique.)

### Ask 'when?'

Quand est ton anniversaire ?

C'est quand, ton anniversaire ?

Informally, ask like this:

Mon anniversaire est en février.



### Ask 'What is it like?'

Comment ? means How? but:

Il est comment ? → What is it (m) like?

Elle est comment ? → What is it (f) like?

We say '**la Francophonie**' to mean French-speaking peoples and countries.



There are **29** countries with French as an official language.

**21** of these countries are in Africa.

**5** are in Europe.

The other 3 are: **Canada, Haiti and Vanuatu.**

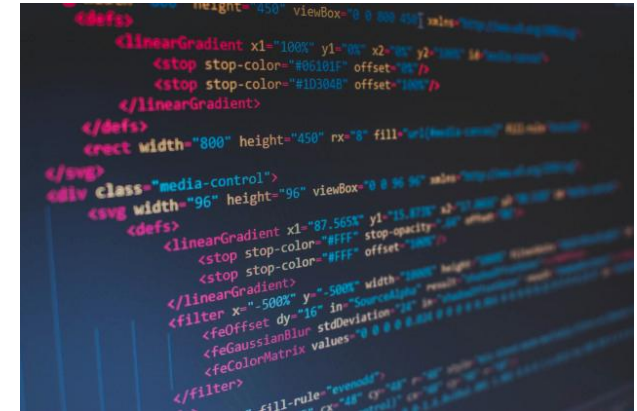


**11** other places belong to France and have French as the official language. In addition, many more countries also speak French amongst other languages. In total, **88** countries belong to '**la Francophonie**'.

# Year 4 Computing –Programming (repetition)- Approximately 5 weeks of learning time

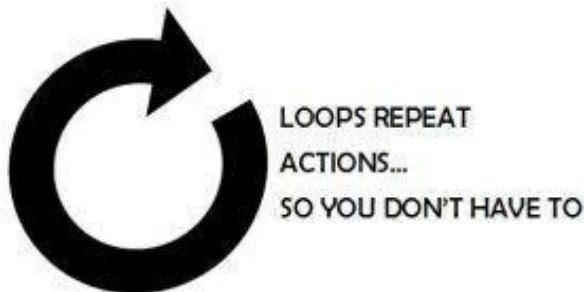
Terminology	Definition
command	a directive to a computer program to perform a specific task
program	a specific set of ordered operations for a computer to perform
repeat	the process of repeating sections of a computer program
loop	a sequence of instructions that is continually repeated until a certain condition is reached
algorithm	a set of instructions for solving a problem or accomplishing a task
procedure	a small section of a program that performs a specific task
code	a set of instructions written in a particular programming language

## Logo Commands



Prior learning	Children have experience of programming a BeeBot and understand sequencing of instructions
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Computing objectives	<ul style="list-style-type: none"> <li>To identify that accuracy in programming is important</li> <li>To create a program in a text-based language</li> <li>To explain what 'repeat' means</li> <li>To modify a count-controlled loop to produce a given outcome</li> <li>To decompose a task into small steps</li> <li>To create a program that uses count-controlled loops to produce a given outcome</li> </ul>
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