

Sunrise Curriculum Summer Sequence - Year 4

Summer 1: Compassion - The story of The Good Samaritan...caring for others. (Luke 10:30-37)

Summer 2: Joy- Abraham and Sarah's Baby- joy after waiting, joy in the miracle of life (Genesis 18,20)



'Where does it come from?'

HISTORY

In KS1 children developed skills for comparing now and then. They have studied Richard Trevithick,

INTENT

To understand the impact of an event in British history beyond 1066. To develop an understanding of the changes in medicine and hygiene now and then (17th Century)

1. Look at when tin mining began in Cornwall. 2000BC where tin comes from and how it was used until Medieval times. Include positioning Saint Piran in relation to these events.
2. Look at the boom in 1689 from the development of using gunpowder in feather quills. How this revolutionised hard rock mining.
3. Understand the industrial revolution, and how engine houses and shafts were used
4. Can we find where mines were in Cornwall.
5. Children discover what it was like to work in a mine during the 18th and 19th Centuries.
6. Why did mining decline. Children look at immigration, reduction of tin costs and impact it had on communities.

Outcome/composite

To use their knowledge visiting a Tin Mine

Geography

Y4- Children begun exploring physical and human geography in the spring term they learnt about changing states in science last term.

INTENT

Introduce children to the water cycle and allows them to explore the processes. Children consider issues surrounding supplying clean drinking water to a growing global population.

1. Understand the term natural resource link this to other sequences we will be looking at (wood, tin ore, water) How this can influence where we settle.
2. Look at and compare how we use water differently around the world and where we get our water from.
3. Describe and understand key aspects of the water cycle.
4. Understand that although the water cycle is cyclic we can still have shortages of water and too much water and how this links to the water cycle.
5. Describe and understand key aspects of the water cycle in the context of learning about flooding
6. Describe and understand key aspects of the water cycle in the context of learning about water pollution.

Outcome/composite

Children contribute to a display to show their learning journey.

French

Y3- Children will have begun to speak in full sentences and have been developing their pronunciation.

INTENT

In the classroom describing items in the classroom.

Sequence of lessons:

1. I can say and spell seven different classroom items.
2. I can learn a further five items in the classroom.
3. I can describe what is in my pencil case.
4. I can use possessive adjectives with the items that I have learnt.
5. To use negatives to say what they don't have in their pencil cases.
6. Consolidation and assessment.

Outcome/composite

Say what they have and haven't got in their pencil cases.

INTENT

Goldilocks Writing a short story in French

Sequence of lessons:

1. Learning to decode longer texts (Goldilocks)
2. I can learn and retain vocabulary linked to Goldilocks. (word cards)
3. I can learn and retain vocabulary linked to Goldilocks (Phrase cards)
4. I can start to write my own version of the Goldilocks story in French.
5. I can continue to write my own version of the story in French.
6. Consolidation and assessment.

Outcome/composite

To share their stories in pairs .

Science

Y2- children understand how animals live in a habitat and are adapted to it.

INTENT

To develop identification and classification skills.

Sequence of lessons:

- 1 - use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- 2 - To use classification keys.
- 3 - To group living things in a variety of ways.
- 4 - Recognise that environments can change and that this can sometimes pose dangers to living things.

Outcome/composite

Children research an endangered animal, identify the type of animal and find out how environmental changes have posed a threat to this animal.

RE

Children have explored the Holy Spirit as part of the Holy Trinity.

Y2-Children have explored what makes some places in Cornwall sacred to believers.

INTENT

To explore how and why do people in Cornwall mark significant events in community life?

Sequence of lessons:

1. Talk about special times in life where children feel they belong
2. Children research Cornish Festivals.
3. Children compare two Cornish festivals from different times of the year and identify similarities and differences between them.
- 4 & 5. Explore the current Christian Harvest festivals and how it originated in Morwenstow, Cornwall with Rev. Robert Hawker; find out about Methodist Tea Treats and picnic parties.
6. Children make Tea Treats for their Tea Treat afternoon.

Outcome/composite.

Children host their own Tea Treats service.

INTENT

To understand why Christians call the day Jesus died 'Good Friday'

Sequence of lessons:

1. To understand the events leading up to Passover.
2. Offer suggestions about what the narrative of Judas' betrayal might mean.
- 3 & 4 Make clear links between the Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday including Holy Communion.
5. I can describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.
6. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

Outcome/composite

Children will express their response to the big question.

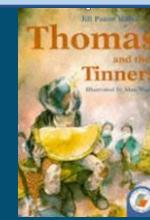
Reading opportunities across the Sunrise Curriculum



The Great Kapok Tree
- Lynne Cherry



The Vanishing Rainforest
- Richard Platt



Sunrise Curriculum Summer Sequence - Year 4



Computing
Children have used iPads to take photos

INTENT
Children will learn how to edit photographs.

Sequence of lessons:

1. Understand that the composition of a photo can be changed by rotating and cropping.
2. Alter the colours of an image and describe how it makes them feel.
3. I can add and remove parts of an image using cloning.
4. I can combine different parts of an image by copying.
5. I can use all the skills I have learnt so far to make a photo project.
6. I can review my work and make any final changes before adding text and publishing.

Outcome/composite
Children publish their work on Seesaw for parents to see.

Computing
Children have experience of programming platforms such as Turtle Logo and scratch

INTENT
To create a game in Scratch

Sequence of lessons:

1. Understand that instructions are often looped and use this to draw shapes
2. Evaluate continuous and counted loops and their purposes.
3. Animate the letters in their name using repetition
4. Examine the code of an existing game. Modify this game changing a sprite
5. Design a game based on a model
6. Build and make my game debugging it as required

Outcome/composite
Children will share their games with other children

Curriculum Kernewek

Developing understanding of a Cornish festival and creating Cornish Tea treats



Develop an understanding of The history of mining in Cornwall



PE
Real PE

INTENT
To develop their reaction and response and the static floor work

Sequence of lessons:

1. React to a ball dropping
2. Adapting to something unpredicted.
3. Quick start challenge. Children improve their PB with a ball drop.
4. Cone transfer. Children hold back and front bridges, whilst transferring a cone.
5. Front support hockey.
6. Cone transfer challenge. Children beat their PB transferring a cone in balances.

Outcome/composite
To take part in outdoor and adventurous activity challenges both individually and within a team (CAMP)

INTENT
Children will develop their ball chasing and stances. Health and Fitness Cog.

Sequence of lessons:

1. To practice chasing a ball from rolling and throwing
2. Team strategy to chase and send balls through the most tunnels
3. Children improve their PB in tunnel challenges.
4. To develop their stance to catch and throw a ball.
5. Team game interception and keeping.
6. Children challenge their PB transferring items in their stance

Outcome/composite
Children will take part in a series of athletics competitions during sports day.

Music
Children will have performed to an audience several times. They will have developed some skills with the glockenspiel in Year 3.

INTENT
Appreciate and understand music by the Beetles. Improvise and compose music.

Black bird

1. I can learn to sing our class song Black Bird Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
2. I can use musical instruments in my performance of our class song Black Bird. Children will build pulse rhythm and pitch using recorders.
3. I can improvise with pulse and rhythm. Children will learn to improvise and add an improvisation section to our performance of our class song Black Bird.
4. I can compose a musical section to add to our performance. Children will learn to improvise and add a class composition section to our performance of our class song Black Bird
- 5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills of composing

Outcome/composite
Performance- Blackbird

INTENT
Develop an understanding of the history of music. Compose music

Reflect, Rewind, Replay
During each lesson children will appraise classical music looking at each piece's pulse and developing their musical vocabulary by discussing what they hear. They will revisit a song they've heard before and compose pieces building pulse, rhythm and pitch.

- 1) Reflect on La Quinta Estampie Real. 13th century. Revisit Dancing Queen.
- 2) Reflect on The Arrival of Queen Sheeba by George Frideric Handel. Baroque period. Revisit Can't stop the feeling.
- 3) Reflect on Moonlight Sonaata by Beethoven. Romantic period Revisit Libertango.
- 4) Reflect on Bridal Chorus by Wagner. Romantic period. Revisit Lean on me.
- 5) Reflect on Rhapsody in Blue by Gershwin. 20th Century Revisit Grace.
- 6) Reflect on Einstein on the beach by Philip Glass. Contemporary music. Revisit Let it be.

Outcome/composite
Throughout we will place music on a musical time line.

Art
Children have dyed fabric and looked at resist techniques. They have learnt a basic running stitch in year 2 as part of DT.

INTENT
Children will Tie dye fabric and then create an embroidered design on it to be used in their DT project.

Sequence of lessons:

1. Children learn about tie dying and the effects of different ties. Children have a go at dying some fabric.
2. Children examine embroidery around the world.
3. Children practice stitches for embroidery. Running, Back and Split
4. Children design their embroidery creating an embroidery pattern.
5. Begin to embroider their pattern.
6. Continue their embroidery.

Outcome/composite
Have their material and decoration ready for their DT project..

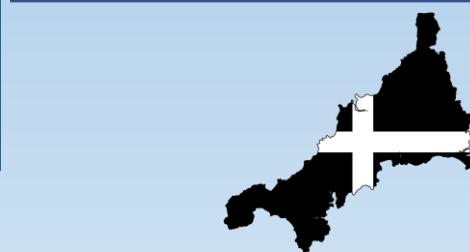
DT
Children have used templates to make a soft toy in Year 2.

INTENT
Children will create their own bag/pencil case.

Sequence of lessons:

1. Examine existing products and where possible disassemble them.
2. Look at the history of textiles, invention of zips and Velcro for fastening. Practice joining stitches.
3. Design their bag/pencil case including their choice of fastening.
4. Make templates allowing for seams. Begin to make their final product.
5. Continue to make their final product.
6. Evaluate their work.

Outcome/composite
Fashion show with their products.



PSHE
Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.

INTENT
To understand healthy relationships and How our bodies change



Relationships

1. Jealousy. Recognise situations which can cause jealousy in relationships and identify feelings associated with it.
2. Love and loss. I can identify people I love and why. Understand how people feel when they lose something or someone they love.
3. Memories. Tell people about someone I no longer see.
4. Getting on and falling out. I know how friendships change, how to make new friends and how to stand up for myself and negotiate.
5. Girlfriends and Boyfriends. I understand what these relationships might mean and that we shouldn't be pressured into these relationships.
6. Celebrating my relationships with people and animals. I know how to show love and appreciation.

Changing Me

1. Unique me. Understand how some of my characteristics are inherited. From birth parents. Appreciate I'm truly unique.
2. Having a baby. Label parts of the body used in making a baby. Understand that having a baby is a personal choice.
3. Girls and puberty. Describe how a girl's body changes to have a baby. Have strategies to cope with physical and emotional changes.
4. Circles of change. Use and apply the circle of change. I can be confident to make changes.
5. Accepting change. Identify and accept changes out of my control. Express my feelings about change.
6. Looking ahead. Identify what I'm looking forward to when I move class. Reflect on changes I want to make next year.

Outcome/composite
To be able to love and be loved and deal with changes positively.