

# Sunrise Curriculum Spring Sequence - Year 4

Spring 1: Courage - The story of Ruth ...courage to go to a new place and start again. (Ruth 1-4)

Spring 2: Joy - The story of Abraham and Sarah’s baby...joy after waiting, joy in the miracle of life. (Genesis 18, 20)

## ‘Are mythical creatures a myth or extinct?’



Art

Y1/2 –Children will have explored texture, line, shape, form and space

INTENT

Children will have opportunities to develop their sketching techniques in their art book.

Sequence of lessons:

1 - I can begin to suggest improvements to my work.

▪ 2 – I can develop my sketching techniques experimenting with different tones using graded pencils.

▪ 3 – I can include increased detail within my work, suggesting improvements as I go.

▪ 4 – I can include increased detail in my work.

▪ 5 – I can apply the sketching techniques that I have learnt to sketch my own mythical creature.

▪ We will be learning 2 styles of artwork within this unit- cartoon illustrations and realism.

Outcome/composite

Children will use the techniques that they have learnt over the sequence of lessons to sketch their own mythical creatures.

DT

Children have completed the process of design, make and evaluate in each year group with developing complexity.

INTENT

• Know how to use appropriate equipment and utensils to prepare and combine food.

• Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.

• Know and use relevant technical and sensory vocabulary appropriately.

Designing

• Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.

• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making

• Plan the main stages of a recipe, listing ingredients, utensils and equipment.

• Select and use appropriate utensils and equipment to prepare and combine ingredients.

• Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating

• Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.

• Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Outcome/composite

To hold a tasting evening for families. This will also give children the opportunity to share their work from the term. This will be the final composite.

Music

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

INTENT

To play the glockenspiel in time with music.

Sequence of lessons:

1 – Listen to the model song and answer questions.

2 – Children recap their knowledge of glockenspiels, recapping the notes and playing in time with each other and the teacher.

3/4/5 – Children will learn the notes to the song and practise playing the correct notes in time with the song.

6– Performance- children perform in groups and with the class.

Outcome/composite

Children will record the song with instruments and singing to show another class.

INTENT

To create and perform z final performance.

Sequence of lessons:

1 – To sing the song

2 – to sing the song and play the instrumental parts.

3- to sing the song and improvise using voices and/or instruments.

4 – to sing the song and perform compositions within the song.

5 to prepare for the final performance

6- final performance.

Outcome/composite

Final performance.

RE

Children have developed knowledge of Hinduism in Y3 and Y4 looking at key celebrations and how Hindu's worship God. They will have looked the celebrations around Easter in YR and Y2.

INTENT

To develop and show their understanding of what it means to be a Hindu in Britain today.

Sequence of lessons:

1 – I can identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.

2 – I can describe how Hindus show their faith within their families in Britain today.

3 – I can describe how Hindus show their faith within their faith communities in Britain today.

4 – I can Identify some different ways in which Hindus show their faith

5 – I can Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

Outcome/composite

Children use their knowledge from this unit, and from literacy to create a NCR about Hinduism.

INTENT

To understand why Christians call the day Jesus died on the cross ‘Good Friday’

Sequence of lessons:

1- I understand the events leading up to Holy Week.

2 – I can offer informed suggestions about what the events of Pentecost in Acts 2 might mean.

3/4 - I can make links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.

5 - Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

6 -R aise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.

Outcome/composite

Children show the important journey of Jesus which they have been learning about through illustrations focusing on the journey and order of events.

Computing

Children have programmed events and action in Y3 .

INTENT

Children will learn the principles and techniques of animation, including its history.

Sequence of lessons:

1.I can describe early forms of animation before computers and how computers have made a difference.

2.I can create a short computer animation using one or more moving stick figures.

3.I can create a recorded animation involving a number of moving characters on a background.

4.I can structure specific timing of animations using a time slider.

5.I can use a camera to create a short stop motion animation film.

6.I can analyse and evaluate software.

Outcome/composite

Children will create their own stop animation and share it with the class.

INTENT

Children will learn about formatting a page and organising content into an effective layout. .

Sequence of lessons:

1.I can format images for purpose.

2.I can use formatting tools to create an effective layout.

3.I can use the spellcheck tool.

4.I can insert and format a table in a word processing document.

5.I can change a page layout for purpose.

6.I can create hyperlinks within a word document.

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Outcome/composite

Children will create a poster for an Easter event.

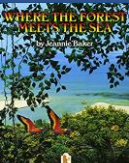
### Reading opportunities across the Sunrise Curriculum



The Great Kapok Tree – Lynne Cherry



The Vanishing Rainforest- Richard Platt



Where the Forest Meets the Sea- Jeannie Baker

# Sunrise Curriculum Spring Sequence - Year 4

## ‘Are Mythical Creatures Myth or Extinct?’



**Geography**  
Children will have begun to look at key human and physical features in KS1. They will have identified the 7 continents.

**INTENT**  
To identify human and physical features of different countries within Europe.  
To make comparisons about the physical and human features of countries within Europe and the UK.

**Sequence of lessons:**

- 1 - Locate countries and places within the UK
- 2 -To compare physical and human features of a region in a European country with the UK.
- 3 -To locate countries with different physical characteristics.
- 4 -To justify a suitable habitat based on its physical and human features.

■ Literacy Log Piece- Estate agent advert for a dragon home.

**Outcome/composite**  
Estate agent advert for a dragon home based on human and physical features of a country.

**Science**  
Y1- types of animals  
Y2 – life cycles and basic food chains  
Y3 – nutrition and skeletons

**INTENT**  
Children will develop their understanding of humans and animals. They will be able to apply their knowledge to range of different animals.

**Sequence of lessons:**

- 1 - To identify the key parts and functions of the digestive system.
- 2 - To label the key parts and functions of the digestive system.
- 3 - To identify different types of teeth
- 4 - To identify different types of teeth and their purpose.
- 5 - To create and interpret food chains.

**Outcome/composite**  
Children will use their knowledge to describe the teeth and diet of their mythical creatures.

**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.

**French**  
Y3 – Children will have begun learning some foods. They will have developed their pronunciation and begun to speak in full sentences.

**INTENT**  
To ask and answer questions in French in a complete sentence related to our topic ‘Going Shopping’

**Sequence of lessons:**

- 1 - I can express an opinion in French. I can write a sentence to answer questions using quantifiers.
  - 2 - I can change the French word for ‘the’ to the French word for ‘some’
  - 3 - I can use adjectives to describe nouns.
  - 4 - I can answer question in a complete sentence.
  - 5 - I can ask and answer questions in French using complete sentences.

**Outcome/composite**  
To record and translate a conversation

**INTENT**  
To explore and develop vocabulary and pronunciation relating to the topic ‘Where in the world?’

**Sequence of lessons:**

- 1 - • I can speak in a sentence to answer a question.
  - 2 – I can use the correct masculine/feminine preposition
  - 3 –• I can use an English/French dictionary to translate from English to French.
  - 4 – understand that because a continent is always feminine the preposition ‘en’ is always used for ‘in’

**Outcome/composite**  
To share their learning with another class.

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

**INTENT**  
To understand what is meant by peer pressure and how to deal with this..

**Dreams & Goals**  
In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don’t come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.

**Healthy Me**  
In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.

**Outcome/composite**  
To create a display in forest school.

**PE**  
Children will recap and develop the skills that they have previously explored during invasion games as part of a spiral PE curriculum.

**INTENT**  
Children develop a range of skills to play invasion games.

**Sequence of lessons:**

- 1 - To practice common skills needed for invasion games.
- 2- To use a range of techniques to move with the ball.
- 3- To pass and receive a football with increasing accuracy and success.
- 4- To use and understand attacking skills and strategies.
- 5- To use and understand defending skills and strategies.
- 6- To use attacking and defending skills in a game.

**Outcome/composite**  
Children will use the skills that they have learnt to play invasion games.

**INTENT**  
To develop skill sin multi-sports.

Children develop their skills and confidence in a range of strokes.

Children will have 10 x 1 hour swimming lessons at Truro Leisure Centre. Children will be in ability groups (3 groups) and will be taught how to swim by qualified swimming teachers. Higher attaining pupils will develop their stroke technique and will learn how to perform selfrescue in the pool.

**Outcome/composite**  
To be able to swim 25m

**Celebrating our Cornish Heritage.**  
Exploring Cornish Myths and Legends.

