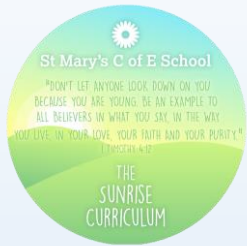


Sunrise Curriculum Spring Sequence - Year 4

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?’



History
Children have explored non-fiction texts as part of research in previous years, for example WW2 in Year 2.

INTENT
For children to understand the differences and advantages/disadvantages of primary and secondary sources of evidence.

Sequence of lessons:
1 -To identify primary and secondary sources.
2- To compare primary and secondary sources
3- To plan a debate based on primary and secondary sources of evidence.
4- To write a debate based on primary and secondary sources of evidence.

Outcome/composite
Children will write a debate using primary and secondary sources of evidence concluding with their opinion.

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.

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 clockenspiel 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.

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 Passover.
2- I can offer suggestions about what Judas’ betrayal might mean.
3/4- I can make clear links between the Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday including Holy Communion.
5- I can 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 people think and live.

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 create a program containing a count-controlled loop to create wrapping paper. They should debug their work throughout, and evaluate their programs against the original brief.

Sequence of lessons:

- 1 – I can program a screen turtle to complete basic movements.
- 2- I can program letters
- 3- I can program patterns and repeats
- 4- I can use loops to create shapes.
- 5- I can decompose a program.
- 6 – composite

Outcome/composite
Children will apply the skills that they have learnt in this unit to create their final product. They will begin by creating the algorithm, either as an annotated sketch, or as a sketch and algorithm, and then implement it as code.

INTENT
To create a game which includes repetition .

Sequence of lessons:
1- I can explore repetition in real life scenarios and instructions.
2- I can explore the different types of loops within a game.
3- I can make an animation using repeats.
4-5 - I can design and create a game.

Outcome/composite
Children design their own game based on a model project, producing a design and algorithm for sprites in the game. They create this game using the skills that they have learnt throughout the unit.

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 the skills needed to play cricket.

This term we will be learning a range of cricket skills from local cricket coaches.


Outcome/composite

To successfully participate in a gme of cricket using the skills developed.



Reading opportunities across the Sunrise Curriculum

The Great Kapok Tree – Lynne Cherry



The Vanishing Rainforest- Richard Platt