

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: Hope- The story of the risen Jesus...hope for new life (John, 20)

'Are mythical creatures a myth or extinct?'



History
Children have studied Romans, Celts and Anglo Saxons using different sources

INTENT
To develop an understanding a social aspect of history (laws and justice) and how it changed up until the 20th Century.
Reflect on the reliability of primary and secondary sources.

Sequence of lessons:

- 1) How were criminals punished in Anglo Saxon?
- 2) How do we know what punishment was like 800 years ago in the Medieval period
- 3) How did crime and justice change between 1500 and 1750
- 4) Investigate how punishment became more bloody and public in the 18th Century.
- 5) Looking at what changed in the 19th Century looking at transportation, police and prison reform.
- 6) Looking at change in the last 100 years to include car crime and cyber

Outcome/composite
Children choose a period to present when it was best/worst to be a criminal using a poster/model.

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 - Where in the world is Europe. To recap vocab and their understanding children will hide treasure throughout Europe.
- 2 -Where in the world is Norway and what is it like? Children use atlases to find Norway, neighbouring countries and capital cities.
- 3- Are the human and physical features of Vestland, a region on the west coast of Norway, the same as ours?
- 4-What is a fjord and how are they formed?
- 5-What is the climate like in the Vestland compared to our own? How does the climate and location and Vestland affect its economics?
- 6- Understand how children live in Vestland and compare it to ourselves.

Outcome/composite
Diary entry for the life of a child amongst the Fjords of Norway.

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

INTENT
Habitats

Sequence of lessons:

- 1 - I can express in French what all living things need to survive.
 - 2 - I can decode texts in French that describe habitats.
 - 3 - I can decode texts in French including what plants grow in certain habitats.
 - 4 - I can explore different animals that live in habitats
 - 5 - I can present what animals and plants live in habitats
 - 6- Consolidation and assesment

Outcome/composite
Presenting to the class what animals and plants live in habitats

INTENT
To explore and develop vocabulary and pronunciation relating to the topic 'Where in the world?'

Sequence of lessons:

- 1 - Learning eleven masculine nouns for popular food and drink.
 - 2 - I can learn 9 feminine nouns for popular food and drink.
 - 3 - I can consolidate the language learnt so far and some transactional language so I can order food.
 - 4 - I can learn to ask for the bill and say goodbye and thankyou.
 - 5- Learn about French currency to calculate the bill.
 - 6-Consolidate and assessment

Outcome/composite
To order items in role play café.

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 make a model of the digestive system to help understand the process.
- 3- To label the key parts and functions of the digestive system.
- 4 - To identify different types of teeth and their purpose
- 5- To investigate tooth decay..
- 6- To create and interpret food chains.

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

Science
Y1 and Y2- children have explored the properties of different materials.

INTENT
Children will be able to sort solids, liquids and gases and explain the differences between these. They will be able to explain the processes of the water cycle.

Sequence of lessons:

1. To be able to compare and group materials together, according to whether they are solids, liquids or gases
2. Investigate gases, their properties and their uses.
3. To observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius.
- 4) To observe how water changes state.
5. To investigate how water evaporates.
6. To learn about the water cycle

Outcome/composite
Children can explain different states and how water changes between these states.

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 investigate how Hindus celebrate Diwali
- 5 – I can investigate how Hindus celebrate Holi
- 6- I can talk about what good sharing rituals with family and the community does and make comparisons to other faiths

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 understand what is meant by salvation and what is important to Christians.
- 3- I can plot how Mary or the disciples must have felt and why
- 4 – Explore how Christians celebrate Palm Sunday?
- 5 –Explore how Christians celebrate Good Friday and Easter Sunday asking relevant questions Why Christians call the day Jesus died 'Good Friday',
- 6) Link the feelings in the story to life today to show the relevance.

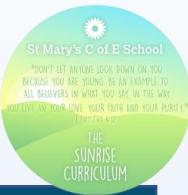
Outcome/composite
Children will create a poster for an Easter event.

Reading opportunities across the Sunrise Curriculum

Children will be able to explain the processes of the water cycle.

Sunrise Curriculum Spring Sequence - Year 4

'Are Mythical Creatures Myth or Extinct?'



Computing
Children have used iPads to film .

INTENT
Children will learn how to record and edit Audio to make a Blog.

Sequence of lessons:
1.I can record audio using inshot.
2.I can edit and re-record audio, change the order and delete long pauses.
3.I can add layers of sound and begin to plan my podcast.
4.I can create my podcast
5.I can improve my podcast adding sound effects and music.
6.I can evaluate other people's podcasts and make changes based on recommendations.

Outcome/composite
Children will create their podcasts and share them with others

Computing
Children have inputted data in to computers and have also done this in written form in Science and Maths.

INTENT
Using Data Loggers .

Sequence of lessons:
1. Children will think about questions and what can be collected from them.
2. Children will think about collecting data over time and be introduced to data loggers that do this automatically.
3. Children will log data both by hand and using a data logger
4. Children will learn how to transfer their data and open their file. They will choose a question that they can try and answer with a data logger.
5. Children set up their data logger to answer their question
6.Children will review their data and answer the question they set

Outcome/composite
Children present the information that they found to the class

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

INTENT
Gym: Develop sequences of balances and rotation.
Cognitive cog understand what I'm doing well and evaluate others

Sequence of lessons:
1. Introduction to partner balances.
2. Children learn to extend and reach out whilst holding balances to improve technique.
3. Working together to make an acrobatic sequence of balances.
4. Developing rolls floor work.
5. Children learn to Jump, Roll, Balance with hand apparatus.
6. Children come up with different ways to perform jumps, rolls and balances.

Outcome/composite
To create and perform a sequence.

INTENT
Dance: Developing shapes lifts and circles
Creative Cog: Select movements. See similarities and differences. Change tactics to make things more challenging

Sequence of lessons:
1 - Independently exploring body shapes and using them in dance
2- Independently exploring to move body parts and themselves in circles
3- Using partners to create shapes and using them in dance.
4- Partner work creating lifts
5- Partner work moving in circles with themselves and body parts
6- Artistry to create a dance routine

Outcome/composite
Filming dance routines to share.

Music
Children have followed the music scheme for 2 years.

INTENT
Use voices with continued accuracy and precision. Appreciate a wide range of music. Compose music considering pulse and rhythm.

Stop
1.I can learn to sing our class song Stop. 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 Stop. 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 Stop.
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 Hey You.
5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills of improvising

Outcome/composite
Final performance.

Lean on me
1.I can learn to sing our class song Lean on me. 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 Lean on me. 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 Lean on me.
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 Lean on me.
5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills of improvising.

Outcome/composite
Final performance.

Art
Y1/2 –Children have looked at sculpture both realistic and abstract.

INTENT
Children will have opportunities to developing their sculpting using wire, foil and modroc

Sequence of lessons:
1. Artist study of Henry Moore and Alberto Giacometti Children look at his work evaluating his work.
2 and 3. Children practice and refine drawing body forms. They will use a variety of mediums, pencil, charcoal and pen.
4. Children make body forms based on their sketches and photo's of themselves using wire.
5. Children build up their wire forms with clay.
6. Paint their clay sculptures once they are dry.

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 explored and used mechanisms such as flaps , sliders and levers. Gained experience of basi cutting joinining and finishing techniques with paper and card. .

INTENT
To successfully create a moving picture of a dragon

Sequence of lessons:
1. Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
2. Use annotated sketches and prototypes to develop, model and communicate ideas.
3. Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
4.5. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
6. Evaluate their own products and ideas against criteria and user needs, as they design and make.

Outcome/composite
Children make a moving picture.

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

INTENT
To set goals and understand how to stay healthy.

Dreams & Goals
1) Hopes and dreams. Talk about hopes and dreams and feelings associated with them.
2) Broken dreams. Know that not all dreams come true and discuss the feeling of disappointment.
3) Overcoming disappointment. Know that reflecting on positives counteracts negative feelings and I can help myself and others to overcome disappointment.
4) Creating new dreams. Work out new plans and understand resilience and positive attitude.
5) Achieving goals. Set steps as a team and reflect on the feeling of working in a team.
6) We did it. Reflect on my and other people's contributions and know how to share success.

Healthy Me
1) My friends and me. Recognise how friendship groups are formed and discuss the feelings I have towards my friends.
2) Group dynamics. Understand there are those that lead and follow. Become aware of how different groups impact on me.
3) Smoking. Understand facts about smoking. Recognise negative feelings with peer pressure and how to resist it.
4) Alcohol. Understand facts about alcohol. Recognise negative feelings with peer pressure and how to resist it.
5) Healthy friendships. Recognise when people are putting me under pressure and identify feelings associated with it.
6) Celebrating inner strength and assertiveness. Know who I am and my sense of right and wrong. Know how to tap into inner strength and be assertive.

Outcome/composite
To create a display about staying healthy.

Celebrating our Cornish Heritage.

Exploring Cornish Myths and Legends.

