

Sunrise Curriculum Summer Sequence - Year 4

Summer 1: Hope - The story of the risen Jesus...hope for new life. (John 20)

Summer 2: Compassion - The story of The Good Samaritan...caring for others. (Luke 10:30-37)

'What do we need to survive in the Amazing Amazon?'



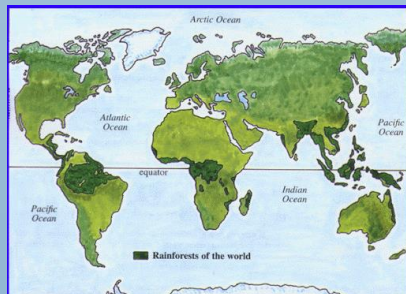
Geography

Y4- Children begun exploring physical and human geography in the spring term and will now study this in greater depth focusing on the Amazon Rainforest.

INTENT

To develop place knowledge. To combine learning in Science in a previous unit to develop understanding of how physical and human geography affects animals.

- 1.To locate rainforests, including the Amazon, using maps and atlases.
- 2.To locate the Equator, Tropics of Cancer and Capricorn.
- 3&4. To explore, in detail, the physical features of the Amazon including the layers of the rainforest.
- 5.To explore human geography through the study of Amazon Tribes.
6. To explore human features of the Amazon, including trade links.
7. To learn about and discuss fair trade.



Outcome/composite

Children will learn about endangered species and raise awareness of how they can be protected.

DT

Have some basic knowledge and understanding about healthy eating and The 'eat well' plate.

INTENT

Children design, make and evaluate food to be served to family and friends.

1. Children investigate a range of food products.
2. Children carry out sensory evaluations.
3. Explore how a variety of ingredients are sourced.
4. Children explore food preparation and cooking techniques, selecting and using a range of utensils.
5. Children plan the main stages of a recipe, listing ingredients, utensils and equipment.
6. Children evaluate the ongoing work and the final product with reference to the design criteria and the views of others.



Outcome/composite

Children host their own Tea Treats Service – links to RE.

Art

Children have experience of sketching using different mediums.

INTENT

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

Sequence of lessons:

1. Children learn different sketching techniques.
2. Children learn how to sketch an animal following instructions.
3. Children apply their knowledge to sketch an animal without instructions using the techniques that they have learnt.

Outcome/composite

Children create a final sketch demonstrating the skills that they have learnt.

INTENT

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

Sequence of lessons:

- 1 – Children explore the work of Henri Rousseau
- 2- Children explore the art work and common themes.
- 3- Children explore the colours within the art work.
- 4- Children have a go at replicating small sections of art work, focusing on shape and space.

Outcome/composite

Children work as part of a team to replicate a painting focusing on different sections each.

Computing

Children have used word in previous years.

INTENT

To develop Word processing skills for a purpose.

Sequence of lessons:

1. Children format images for a purpose.
2. Children use formatting tool to create an effective layout.
3. Children use the spellcheck tool.
4. Children insert and format a table in a word processing document.
5. Children change a page layout for a purpose.
6. Children create hyperlinks within a word document.



Outcome/composite

Each lesson, the children will select a piece of work from our topic lessons that has particularly interested them and use this as the purpose of their document.

Music

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

INTENT

To play the glockenspiel in time with music.

1. Children 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. Children will learn the notes to the song and practise playing the correct notes in time with the song.
4. Children will learn the notes to the song and practise playing the correct notes in time with the song.
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.

Reading opportunities across the Sunrise Curriculum



The Great Kapok Tree
– Lynne Cherry



The Vanishing Rainforest
Richard Platt

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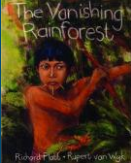
‘What do we need to survive in the Amazing Amazon?’



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.	Science Y1- children have explored the properties of different materials.	French Y3- Children will have begun to speak in full sentences and have been developing their pronunciation.	PSHE Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.	PE Children will have studied maps in their previous Geography lessons and developed team skills through different games in PE
INTENT To explore how and why do people in Cornwall mark significant events in community life?	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.	INTENT Children to talk about their hobbies and interests in full sentences.	INTENT  To understand what is meant by peer pressure and how to deal with this..	INTENT Children will be able to successfully work as part of a team and follow a map with increasing confidence.
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.	Sequence of lessons: 1 &2. To be able to compare and group materials together, according to whether they are solids, liquids or gases 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&5 To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Sequence of lessons: 1. I can write answers to a question, in a sentence, in the context of seasons and months. 2. I can speak a sentence describing the weather. 3. I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition. 4. I can speak a sentence about going on holiday 5/6. I can answer a question about sports and hobbies orally and in writing.	Dreams & Goals Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.	Sequence of lessons: 1. To work together in small groups, developing problem-solving skills. 2. To describe how the body reacts at different times and how this affects performance whilst showing leadership skills. 3. To navigate around a space with growing confidence. 4. To read a map with increasing accuracy and confidence and within a time limit. 5. To create symbols that are effective for map-reading.
Outcome/composite. Children host their own Tea Treats service.	Outcome/composite Children are given the opportunity to bake- identifying the changes of state that they have been learning about within their baking.	Outcome/composite Children will present their ideas orally through an advert/weather report.		Outcome/composite To take part in outdoor and adventurous activity challenges both individually and within a team.
INTENT Children will develop their understanding of the Pentecost and how the Holy Spirit is symbolized.	INTENT Children will be able to describe sounds using key vocabulary and understand how we hear them. They will be able to make predictions about an investigation.	INTENT For children to develop their knowledge of time and number in French to be able to participate in a French Maths lesson.		INTENT Children will recap and develop the skills that they have previously explored during invasion games as part of a spiral PE curriculum.
Sequence of lessons: 1. Children hear the story of the Pentecost, answering 'I wonder' questions and discussing the story as a class. REQUEST video 2. Children explore how artists have expressed the idea of the power of the Holy Spirit and the impact on the disciples and listeners through their own artwork. 3. Children explore the symbolism within Pentecost and the Holy Spirit. 4 & 5. Children explore the words of the Lord's Prayer: what clues does that give to what Christians might believe the kingdom of God should be like?	Sequence of lessons: 1. I can describe and explain sound sources 2. I can explain how different sounds travel. 3. I can explore ways to change the pitch of a sound. 4&5. I can investigate ways to absorb sound.	Sequence of lessons: 1. I can say and write a sentence to tell the time (o'clock and half past). 2. I can say and write at what time I do things 3. I can answer and ask a question about a TV schedule. 4. I can say and write a sentence to tell the time (quarter to and quarter past). 5. To read carefully and show understanding of words, phrases and simple writing in the context of reading a school timetable.	Healthy Me In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.	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 demonstrate their understanding of the story of the Pentecost through drama and hot seating.	Outcome/composite Children create their own musical instrument and can talk about how it works and the sound it makes using key vocabulary.	Outcome/composite To listen attentively to spoken language and show understanding by joining in and responding in the context of a maths lesson on time	Outcome/composite Of sequence of work	Outcome/composite Children will use the skills that they have learnt to play an invasion game.



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