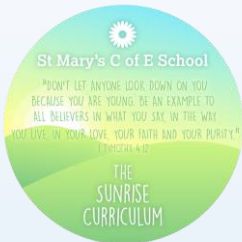


Sunrise Curriculum Summer Sequence - Year 4

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)

‘Where does it come from?’



<div>Geography Y4- Children begun exploring physical and human geography in the spring term and will now study this in greater depth focusing on the Mediterranean.</div>	<div>Geography Y4- Children begun exploring physical and human geography in the spring term and will now study this in greater depth focusing on the Mediterranean.</div>	<div>Art Children have experience of sketching using different mediums.</div>	<div>Computing Children have experience of programming platforms such as Scratch.</div>	<div>Music Children will have performed to an audience several times. They will have developed some skills with the glockenspiel in Year 3.</div>
<div>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.</div>	<div>INTENT Describe and understand key aspects of economic activity, including trade links.</div>	<div>INTENT Children create their own large scale artwork influenced by an artist.</div>	<div>INTENT To design wrapping paper using programming to create a repeated pattern.</div>	<div>INTENT To play the glockenspiel in time with music.</div>
<div>1. Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter. 2. Describe and understand key aspects of the water cycle in the context of explaining the water cycle. 3. Describe and understand key aspects of the water cycle in the context of learning about the water treating process. 4. Describe and understand key aspects of the water cycle in the context of learning about flooding 5. Describe and understand key aspects of the water cycle in the context of learning about water pollution. 6. Identify other natural resources.</div>	<div>Exciting Start: Fair Trade game to understand the importance of fair trade. 1. To understand <u>how</u> and <u>why</u> trade has become global. 2. To recognise that food bought in our local supermarket comes from different locations all over the world. 3. To discover the multi-stop journeys different products travel before reaching our shops. 4. To discover what products the UK exports, and which countries the UK exports the most to 5. To understand the positive impact that buying fair trade products has on communities in other countries 6. To understand how the human and physical geography of a country determines its highest-value export.</div>	<div>Sequence of lessons: 1. To study an artist in depth. 2. To discuss my own opinions about an artists work. 3. To replicate some of the pieces of art. 4. To reflect on my art work. 5. To plan my own large scale study. 6. To create my own large scale piece of art work.</div>	<div>Sequence of lessons: 1. To identify that accuracy in programming is important 2. To create a program in a text-based language. 3. To explain what ‘repeat’ means. 4. To modify a count-controlled loop to produce a given outcome. 5. To decompose a task into small steps. 6. To design and create their wrapping paper using repetitions.</div>	<div>1. I can sing the song. 2. I can sing the song and play instrumentals. 3. I can sing the song and improvise. 4. I can perform compositions. 5. I can prepare a performance, 6. I can take part in a performance.</div>
<div>Outcome/composite Children contribute to a display to show their learning journey.</div>	<div>Outcome/composite To apply the knowledge they have gained to take part in a fair trade workshop at the Eden Project.</div>	<div>Outcome/composite To showcase their final large scale artwork.</div>	<div>Outcome/composite To create a program that uses count-controlled loops to produce a given outcome (wrapping paper).</div>	<div>Outcome/composite Performance- Blackbird.</div>
	<div>INTENT Children will create their own repeated patterns influenced by an artist (Patrick Caulfield).</div>	<div>INTENT Children create their own large scale artwork influenced by an artist.</div>	<div>INTENT To use their knowledge to modify and create existing animations and games using repetition.</div>	<div>HISTORY In KS1 children developed skills for comparing now and then.</div>
	<div>Sequence of lessons: 1. To study an artist in depth. 2. To discuss my own opinions about an artists work. 3. To explore relief painting. 4. To reflect on my relief paintings and suggest improvements to my work. 5. To plan my own final print. 6. To create my final print.</div>	<div>Sequence of lessons: 1. To develop the use of count-controlled loops. 2. To explain that there are infinite loops and count-controlled loops. 3. To use two or more loops simultaneously. 4. To modify an infinite loop in a given program 5. To design a project that includes repetition 6. To create a project that includes repetition</div>	<div>Sequence of lessons: 1. To explain why health and hygiene in C17th was so poor and how a killer disease was spread. 2. To compare two diseases of the 17th Century. 3. To match peoples beliefs about the plague with their actions. 4. To evaluate the effectiveness of 17th century cures and remedies . 5. To analyse different explanations of why the plagues came to an end. 6. To research famous C17th scientists and their contribution to our understanding of how the body work.</div>	
<div>Outcome/composite Children design and create a game which uses repetition for others to play.</div>		<div>Outcome/composite Children showcase their final prints.</div>		<div>Outcome/composite To create an information poster on a C17th scientist to celebrate their impact on todays medicine.</div>
<div><div>The Firework Makers Daughter – Phillip Pullman.</div></div>	<div><div>Charlotte’s Web- E.R White</div></div>	<div>Reading opportunities across the Sunrise Curriculum</div>		
		<div></div>	<div></div>	

Sunrise Curriculum Summer Sequence - Year 4

‘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.

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.

Science

Y1- 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 & 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.

Outcome/composite

Children are given the opportunity to bake-identifying the changes of state that they have been learning about within their baking.

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.

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.

Outcome/composite

Children create their own musical instrument and can talk about how it works and the sound it makes using key vocabulary.

French

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

INTENT

Children to talk about their hobbies and interests in full sentences.

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.

Outcome/composite

Children will present their ideas orally through an advert/weather report.

INTENT

For children to develop their knowledge of time and number in French to be able to participate in a French Maths lesson.

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.

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

PSHE

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

INTENT

To understand healthy relationships and

Relationships

Learning in this year group starts focusing 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 are unsafe. Children are taught that relationship endings can be amicable.

Changing 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.

Outcome/composite

Of sequence of work.

To create their own posters to demonstrate the ‘solve it together’ technique to support friendships.

PE

Children will have studied maps in their previous Geography lessons and developed team skills through different games in PE

INTENT

Children will be able to successfully work as part of a team and follow a map with increasing confidence.

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

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

INTENT

Children will recap and develop the skills that they have previously explored during

Sequence of lessons:

1. To practice existing running, jumping and throwing skills.
2. To improve my running technique for sprinting including the sprint finish.
3. To practice relay running.
4. To jump for distance
5. To learn the pull throw technique.
6. To refine my running jumping and throwing skills.

Outcome/composite

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



Curriculum Kernewek

Developing understanding of a Cornish festival and creating Cornish Tea treats

