




Subject: Science Y4		Topic: Animals inc humans - Food chains		Term: Spring 2	
The Big Question: Who eats who in order to survive ?					
Skills Builder focus this term:					
					
	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	To understand the difference between producers, predators and prey and to understand what happens when one part of the ecosystem breaks down.	To understand producers and consumers within a food chain. To be able to identify primary, secondary and tertiary consumers.	Stem week What is a Scientist ? Draw a Scientist activity in books. Science capital. Make water clocks Technological developments Timeline from the Sundial to the smart watch.	Pause and Stretch Recap and re-visit work upon the digestive system and teeth. Link to food chains. Fun / open-ended opportunities to explore food chains. "There was an old lady who swallowed a fly"	To look at a range of Food chains and to identify those that would not work. Does the environment / habitat matter in food chains? Link to Geography - rainforest work.
Question Driver	What do we know about predators and prey? (Link to teeth)	What is a food chain ? Creative homework.	How does Science affect our everyday lives and why is it important ?	Would you expect predators or prey to have big sharp teeth ?	What happens when habitats are destroyed ?
Assessment for learning opportunities	<u>Pre- unit assessment</u> What is a food chain? Knowledge around producers, predators and prey.	Understanding of Carnivores, herbivores and omnivores and their place in the food chain. Understanding the reliance of the parts of the food chain on each other.	Has there been a change in their perception of what a Scientist is or looks like. Can they talk about a range of careers linked to Science (School Hall of fame)	Scientific knowledge and thinking. Are children making links within the Science they have studied. Can they hypothesise and question ?	<u>Post unit assessment</u> Green pen work upon Food chains Predators / Prey Omnivores / Herbivores and Carnivores. Producers and consumers. Environmental factors.



COMPUTING

Subject: Computing		Topic: Sketchup - 3D Design		Term: Spring 2	
The Big Question: What is 3D printing?					
Skills Builder focus this term:					
					
	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	LO: To navigate a 3D environment successfully.	LO: To create detailed 3D models of furniture. (Book Week)	** STEM week STEM Forest School session and poster competition.	LO: To create a detailed 3D building model.	LO: To create a detailed 3D building model including gardens and surroundings.
Question Driver	What does 3D mean?	How do you orbit your model?		What is scale? Have you created your overhang?	What is a boundary?
Assessment for learning opportunities	Are they familiar with some of the simple drawing tools in Sketchup? Can they create simple 3D models?	Can they use a range of simple drawing tools to create a 3D detailed model of furniture? *Apply colour, materials and proportion		Can they create a building to scale? Does their design include a roof, front door, windows? Can they apply realistic colour and materials?	Can they also design gardens and surroundings for the house? Can they create a boundary and add a driveway, water fountain, hedges, gates?



Personal Social Health Education

Subject: PSHE - Jigsaw


Topic: Healthy Me

Term: Spring 2



The Big Question: Are you happy and healthy?

Skills Builder focus this term:



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	LO: To recognise how different friendship groups are formed and how you fit into them.	LO: To recognise the changing dynamics between people in different groups.	LO: To understand the facts about smoking and its effects on health.	LO: To understand the facts about alcohol and its effects on health.	LO: To recognise the feeling of 'under pressure' and explain ways to resist this.
Question Driver	How are friendships formed?	Do all groups have a leader?	Would smoking have an impact on your health?	Would alcohol have an impact on your health?	Have you ever felt under pressure?
Assessment for learning opportunities	Can they recognise when other people's actions make them feel embarrassed or inadequate? Can they manage these emotions?	Can they identify how different people and groups can impact them? Can they recognise the people they most want to be friends with?	Can they relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others?	Can they relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others?	Can they identify feelings of anxiety and fear associated with peer pressure? Can they identify scenarios when this could happen?



Subject: Art & Design		Topic: Fabric of Nature		Term: Spring 2	
The Big Question: Can the Rainforest inspire you to create a series of drawings?					
Skills Builder focus this term:					
					
	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	LO: To understand starting points in a design process.	LO: To explore techniques to develop imagery. (Book week)	LO: To explore using a textile technique to develop patterns. (STEM week)	LO: To learn how to create a repeating pattern.	LO: To understand how art is made for different purposes.
Question Driver	Do you know anything about Rainforests?	What is a perspective?	How can you create patterns?	How do you know where a pattern repeats?	Have you created a repeated pattern?
Assessment for learning opportunities	Can they describe images using art vocabulary? Can they gather images, shapes and colours together to create a mood/theme?	Can they draw one rainforest animal from four different perspectives? Can they choose interesting sections of one picture to draw?	Can they create a pattern using a drawing? Can they develop a pattern using inspiration taken from research?	Can they identify where a pattern repeats? Can they create a repeating pattern? Can they develop a pattern by adding extra detail?	Can they recognise and compare different methods of creating printed fabric? Can they evaluate their patterns to consider successes and improvements?



Subject: PE


Topic: Invasion Netball

Term: Spring 2



The Big Question: Can you follow your head, hand and heart?

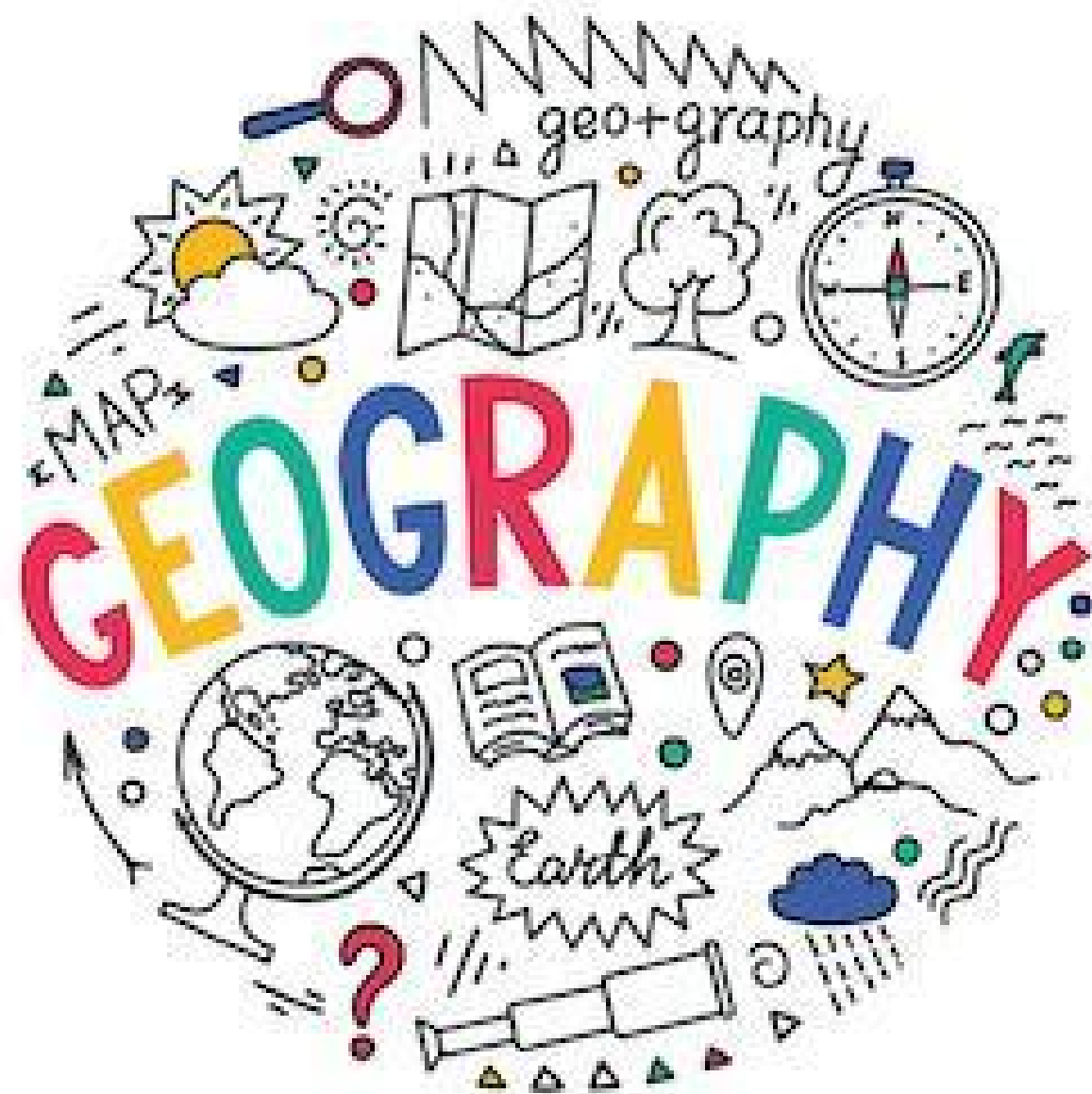
Skills Builder focus this term:





	Week One	Week Two	Week Three	Week Four	Week Five
<p>Learning objectives</p> <p>Sequential steps</p> 	<p>LO: To protect the ball once you have caught it.</p>	<p>LO: To use basic shooting techniques in a game.</p>	<p>LO: To carry out one-to-one marking.</p>	<p>LO: To pivot once you have caught the ball.</p>	<p>LO: To use quick feet and preliminary moves.</p>
<p>Question Driver</p>	<p>How do you protect something?</p>	<p>Can you work as part of a team?</p>	<p>Would you move away from the player you are marking?</p>	<p>What is pivoting?</p>	<p>What is a preliminary move?</p>
<p>Assessment for learning opportunities</p>	<p>Can they extend their arms to attempt to catch the ball? Can they bring the ball into their chest and protect it?</p>	<p>Can they attack as part of a team? Can they use the shooting techniques to attempt to shoot? 1. Bending knees/elbows 2. Release ball when straightening/flicking the wrist 3. Point fingers/arm towards goal</p>	<p>Can they track and stay with a player trying to get 'free'? Can they mark a player and attempt to stop them from receiving a pass?</p>	<p>Can they show a pivot? Do they remain with one foot on the ground and use the other foot to pivot left or right to change direction of the game?</p>	<p>Can they play a game using quick feet movements? Can they use a variety of preliminary moves to make sure they aren't predictable?</p>



Subject: French		Term: Spring Term 2024	
The Big Question: Quelle est la date de ton anniversaire?			
Skills Builder focus this term			
			
	Week One	Week Two/Three	Week Four/ Five
<p>Learning objectives</p> <p>Sequential steps</p> 	<p>Numbers 1-50 2x / 5x table Ask and tell the time <u>on the hour</u>.</p> <p>To read and understand a short story in French. <i>Le petit chien se trouve un ami.</i></p>	<p>Numbers 1-50 2x / 5x table Ask and tell the time <u>on the hour</u>.</p> <p>To read and understand a short story in French. <i>Le petit chien se trouve un ami.</i></p> <p>Months of the year To ask and say birthdays</p> <p>Months of the year To ask and say birthdays</p>	<p>Numbers 1-50 2x / 5x table Ask and tell the time <u>on the hour</u>.</p> <p>Months of the year To ask and say birthdays</p> <p>To name the seasons To describe the weather in different seasons</p>
Question Driver	Quelle heure est- il monsieur Loup?	Quelle est la date de ton anniversaire?	Quel temps <u>fait il en</u> hiver?
Assessment for learning opportunities	<p>I can say numbers to 50 I can say 2x table I can say 5x table I can ask and say the time <u>on the hour</u>.</p>	<p>I can say numbers to 50. I can say 2x table. I can say 5x table. I can ask and say the time <u>on the hour</u>. I know the months of the year. I know when my birthday is.</p>	<p>I can say numbers to 50 I can say 2x table I can say 5x table I can ask and say the time <u>on the hour</u>. I know the months of the year. I know when my birthday is. I can name the seasons I can describe the weather in different seasons.</p>




Subject:		Topic: Geography		Term: Spring 2	
The Big Question: Why are rainforests vital to the planet?					
Skills Builder focus this term:					
					
	Week One	Week Two	Week Three	Week Four	
Learning objectives Sequential steps 	Identify areas of the world containing rainforests Explain the the key aspects of Rainforest climate	Identify the different layers of the rainforest.	Describe the plants and animals living in the rainforest.	To understand what is meant by deforestation and the effects it has on plants and animals.	
Question Driver	Where are the world's rainforests?	What are the 4 layers of the rainforest?	Which animals live in the rainforest?	What is the effect of deforestation on plants and animals?	
Assessment for learning opportunities	Understand that rainforests are located between the tropics of Cancer and Capricorn. Understand the difference between weather and climate.	Know the 4 different layers of the rainforest.	Name and explain why different animals live in the different layers of the rainforest.	To understand what is meant by deforestation. Name endangered plants and animals Explain what we can do to protect the planet.	



Religious Education

Subject: Religious Education	Term: Spring Term 2 2024	Skills Builder
		

The Big Question: Why do people fast or give up things for Lent ?

	Week One 26th	Week Two 4th	Week Three 11th	Week Four 18th	Week Five 25th
Learning objectives Sequential steps 	Ramadan Eid al - fitr Eid al-Adha To understand the importance of festivals within Islam. To understand why Muslims fast during Ramadan. To recognise the importance of Sawm as the 4th Pillar of Islam. To look at two festivals and to be able to talk about them.	World Book week Read one Old Testament story and one parable during book week. (No written work in RE)	Stem Science week To understand the importance of lent. Jesus is tempted in the desert. When does Lent start and finish? How do Christians observe Lent ?	To visit a place of worship looking at * 5 Pillars of Islam * Prayer * Qu'ran * Festivals Visit to Whitley Bay Islamic and Cultural centre.	Christian festival of Easter. The Easter story. Important days within Easter and their significance linked to the Easter story.
Question Driver	What is Ramadan and how does it link with the idea of Lent ?	Why are Holy Books such an important part of religion ?	When is Lent and why do Christians give things up for Lent ?	Where and how do Muslims pray ?	How do Christians celebrate <u>Easter</u> . Hot cross buns / Palm crosses / Eggs
Assessment for learning opportunities	Post Assessment on Islam Can they describe what happens during Ramadan and Eid? Can they describe what Sawm means and why it is important to Muslims.	Name the Holy Books / scriptures related to Islam, Christianity, Judaism and Hinduism.	Can they explain when Lent is and what happens during Lent. Are they able to link this with anything from other religions?	Pupil voice for display. What did we learn from our visit ?	Do they understand the significance of Easter as a Christian festival and how the calendar is related to Christmas and Easter? Post Assessment on Easter (Green pen)




Subject: Music Topic: Gospel Term: Spring 2

The Big Question: What is the style of the music ? How does it make you feel ?

Skills Builder focus this term:



	Week One	Week Two	Week Three	Week Four	Week Five
Learning objectives Sequential steps 	Listen and appraise The song. Follow a melody line. Rhythm /Pitch	Play instrumental parts to the song. Use tuned percussion accurately.	To improvise a section within the music either with voice or instruments.	To listen and appraise. Amazing Grace by Elvis. Ode to Joy Beethoven	To perform to an audience. Prepare for a performance.
Question Driver	What is gospel music ?	How can you improve your playing ?	What is improvisation ?	What do you notice about the music ?	How do you prepare for a performance ?
Assessment for learning opportunities	Can they follow a <input type="checkbox"/> melody and describe changes in pitch ? Record first try at the song?	Can they keep to the beat / follow a simple Melodic phrase.	Does the improvisation link/ match the style of the music.	Can they describe different styles of music ?	Record and appraise the performance.

