

Y4 MTP: Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>RE</p> <p>Enquiry Question: <i>Is forgiveness always possible for Christians?</i></p> <p>Key Vocabulary: Incarnation, gospel, disciples, Lamb of God, deliberate, forgive/ness, hurtful, meaningful, resentment, arrested, enemy, teaching, beliefs, crime, diversity, heaven, kingdom, Messiah, paradise, salvation, saviour, abstract, significant</p>	<p><i>Pre-assessment: What is 'agape'? (love) from Y3 learning- Autumn 2 where Christians believe that Jesus selflessly gave himself for their salvation</i> <i>What do you know about the Easter story?</i></p> <p><u>L.O.</u> To explain what forgiveness is and why it might be difficult in some situations.</p> <p><u>STS:</u> I know that forgiveness means to let go of any bad feeling towards a person who has hurt us. I can give an example of a time when I forgave someone I can explain when I think someone should be shown forgiveness and why it might be hard.</p> <p><u>Task:</u> Chn, in groups, act out the scenario cards. Chn freeze where the scenario card ends, giving peers a chance to guess what the ending will be. The group then act out their idea to finish the scenario.</p>	<p><u>L.O.</u> To describe what a Christian might learn about forgiveness from a Bible story.</p> <p><u>STS:</u> I can retell at least one story from the Bible where Jesus showed forgiveness. I can give an example of how Jesus responded in the story I know that Christians believe people should forgive people lots of times if they were following Jesus example.</p> <p><u>Task:</u> In groups, chn explore one of the stories independently. Chn to then answer a series of questions: 1. What does Jesus say about forgiveness? 2. Would Christians believe this is a good example? 3. Do you think it would be easy to forgive in this situation? Explain why.</p>	<p><i>Mid-point assessment:</i> <i>Chn to list everything they have learned about forgiveness from the bible so far.</i></p> <p><u>L.O.</u> To retell a Bible story where Jesus forgave somebody.</p> <p><u>STS:</u> I can summarise the Easter story. I can say which characters betrayed Jesus in the story. I can identify when Jesus forgave in the Easter story. I can say how the thief would have felt before and after Jesus forgave him.</p> <p><u>Task:</u> In a thought bubble, chn write what the thief might have been thinking and feeling when he was put on the cross and how he felt when Jesus forgave him.</p>	<p><u>L.O.</u> To discuss how some Christians may feel about forgiveness</p> <p><u>STS:</u> I can recall some quotes about forgiveness. I can give examples of how Jesus has influenced some Christian's lives. I can say what is hard about forgiveness.</p> <p><u>Task:</u> Chn have pictures of different ways Christians perceive forgiveness. Chn match the different quotes to the individuals' thoughts.</p>	<p><u>L.O.</u> To say whether I think showing forgiveness might be important.</p> <p><u>STS:</u> I can recall at least one Bible story about the teachings of forgiveness:</p> <ul style="list-style-type: none"> • Loving your enemies • Forgiving 70 x 7 times • Not being angry • Not taking revenge • The Lord's prayer • The unforgiving servant • Jesus forgiving the crowds and the soldiers at the cross • Jesus forgiving the thief who was crucified with him <p>I can say how Jesus showed forgiveness.</p> <p><u>Task:</u> Chn to illustrate what forgiveness looked like for Jesus and what it may look like for a Christian today. Chn to explore the question, 'is forgiveness always possible for Christians?'</p>	<p><i>End of unit assessment:</i> <i>'Is forgiveness always possible for Christians?'</i></p> <p><u>L.O.</u> To explain what forgiveness means to me</p> <p><u>STS:</u> I can say what forgiveness is. I can say what forgiveness means to Christians. I can say what forgiveness means to me and whether it is the same as Christian beliefs.</p> <p><u>Task:</u> Chn to explore what forgiveness means and looks like to them (may be similar or different to that explore in the Bible). Share a poem with the chn. Chn to decide how they would like to illustrate their ideas about forgiveness. Could use symbols? (refer back to Autumn 2 learning). Examples include the following:</p> <ul style="list-style-type: none"> - Poem - Symbolic pictures (e.g. breaking of a chain or a dove) - Paint a picture

<p>Science</p> <p>Living things and their habitat</p> <p>Key Vocabulary: environment, flowering, nonflowering, plants, animals, vertebrates, fish, amphibians, reptiles, mammals, invertebrate, human impact, nature reserves, deforestation.</p>	<p><i>Pre assessment: Can you name something that is living, dead and has never been alive? (Prior learning from Y2)</i></p> <p>LO: To group living things in a variety of ways based on their similarities and differences.</p> <p>STS: I can identify similarities and differences between living things. I can group living things based on their similarities. I can use a Venn or Carol diagram to sort animals.</p> <p>Task: Draw Venn or Carol diagram in Science books. Give a list of animals for children to place in their Venn diagram.</p> <p>Model using 'has legs, has scales'. Children can then choose their own categories such as 'has fur', 'does not have fur', 'lives in water', 'does not live in water'.</p>	<p>LO: To identify, group and classify vertebrate species.</p> <p>STS: I can describe each of the five vertebrate groups. I can identify individual species belonging to different vertebrate groups. I can use classification keys to classify vertebrate species.</p> <p>Task: Give classification key and a selection of animals. Children to use the classification key to sort animals into their vertebrate species.</p>	<p><i>Mid-point assessment: Name a bird, fish, amphibian, mammal and reptile</i></p> <p>LO: To make careful observations in order to classify invertebrate species.</p> <p>STS: I can describe the characteristics of different invertebrate groups. I can use classification keys to identify the group that different invertebrates belong to. I can make careful and systematic observations in field enquiries.</p> <p>Task: Go on a hunt around the school grounds to look for invertebrates. Take the 'classification' sheet so children can identify which invertebrates they can find. When back, sketch one of the ones they have found and label.</p> <p>(If unable to find any invertebrates in the area, provide photos on tables to complete the same task)</p>	<p>LO: To develop criteria to identify, group and classify a range of animal species using classification keys</p> <p>STS: I can identify shared and unique characteristics of a range of animal species. I can design questions to group and classify a range of animal species. I can use and create classification keys to group and classify a range of species.</p> <p>Task: Complete classification table. Then, create own classification table using the key example questions for support. Children can choose own animals, or they can be given them.</p>	<p>LO: To conduct observations in order to analyse positive and negative influences on living things in our local environment</p> <p>STS: I can identify characteristics of the local area that have a positive and negative effect on living things. I can present my observations in the context of a class discussion. I can make suggestions, based on my observations, for how to improve our local environment's impact on living things.</p> <p>Task: Walk around the school grounds and/or local area if possible. Complete the survey sheet to discuss the positive and negative influences on the environment.</p>	<p><i>End of unit- Twinkl end of unit assessment</i></p> <p>LO: To use scientific evidence to answer questions about endangered living things.</p> <p>STS: I can explain why a living thing may become endangered. I can identify human and natural factors involved in species becoming endangered. I can use secondary research in order to answer questions about endangered living things.</p> <p>Task: Look at the e-book print outs and create a fact sheet about endangered animals.</p>
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<p>History</p> <p>Unit: Anglo Saxons and Scots</p> <p>Key Vocabulary: invasion, Christianity, jutes, archaeologist Pagan, Picts, weaver, tanner, smith, woodworker</p>	<p>Mid point assessment: Low stakes quiz- why, where and when the Scots and Anglo-Saxons invaded Britain</p> <p>LO: To explain what Anglo-Saxon culture was like</p> <p>STS:</p> <p>I can predict what Anglo-Saxon artefacts were used for and I can explain my</p> <p>Infer what they tell us about the culture</p> <p>Task: Children given images of the artefacts. Children record what they tell us about Anglo-Saxon life.</p>		<p>LO: To know the religious beliefs and practices of the early Anglo-Saxon people</p> <p>STS:</p> <p>I have identified the religious beliefs of the Anglo-Saxons</p> <p>I can identify and explain the main Gods worshipped by the Anglo-Saxons: Woden, Frige, Thunor, Tiw and Eostre.</p> <p>Task: Create a group presentation about a chosen Anglo-Saxon God.</p>		<p>LO: I know the reasons behind Britain's conversion to Christianity.</p> <p>STS: I can identify the similarities and differences between Christianity and Paganism</p> <p>I know some of the influential people who converted Anglo-Saxons to Christianity</p> <p>I can explain why they did it</p> <p>Task: Children summarise the reasons behind the conversion</p>	<p>End of unit assessment:</p> <p>To create a timeline using accurate dates to order the key Anglo-Saxon events</p> <p>To create a Venn diagram of Anglo Saxon Culture and Today. Children given statements to place in the Venn diagram.</p>
<p>DT</p> <p>Unit: Mechanical Systems Levers and Linkages</p> <p>Vocabulary: mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output, linear, rotary, oscillating, reciprocating, user, purpose, function,</p>	<p>LO: To make a product.</p> <p>STS: What is the design criteria? What linkages and levers am I going to use?</p> <p>Task: Create an Easter Card</p>		<p>LO: To make a product.</p> <p>STS: Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</p> <p>Select from and use finishing techniques suitable for the product they are creating.</p> <p>Task: Create an Easter Card</p>		<p>LO: To evaluate my own products and ideas against criteria and user needs, as they design and make.</p> <p>STS:</p> <p>Task:</p>	

prototype, design criteria, innovative, appealing, design brief						
<p>Geography</p> <p>Unit: Rainforests</p> <p>Vocabulary: Flora, Fauna, Climate, Landscapes, Rainforest, Desert, Savannah, Woodland, Grassland, tundra, canopy, understory, emergent, forest floor, de-forestation, eco-system</p>	<p>Mid Point Assessment: Low stakes quiz on the different layers of a rainforest and the different features</p> <p>LO: To know the key characteristics of the Congo.</p> <p>STS: I have included information about: climate zones landscape plant life animal life</p> <p>Task 1: Hot seating activity: Questions relating to what is it like in the Congo.</p> <p>Task2: Write a Description of the rainforest- writing at length</p>		<p>LO: To know the impact of de-forestation on the rainforests.</p> <p>STS: I can explain what deforestation is. I can explain how deforestation is affecting the planet. I can explain what can be done to prevent deforestation.</p> <p>Task: Mapping- children complete a mind map to show all that they have learned.- children use pictures and writing as a dual coding activity</p>		<p>LO: To know the importance of the rainforests.</p> <p>STS: How big is the Amazon Rainforest? What plants and animals would you find in the Amazon Rainforest? Why is the Amazon Rainforest sometimes called 'the lungs of the world'? What is it like to live in the Amazon Rainforest?</p> <p>Task 1: low stakes quiz to answer the questions from the STS</p> <p>Task 2: Should de-forestation be allowed?</p> <p>Children record a personal response</p>	
<p>PSHE</p> <p>Healthy Me</p> <p>Key Vocabulary: friendship, emotions, healthy,</p>	<p>Pre assessment: Why is exercise important for our bodies? Why are the lungs and heart important?</p>	<p>LO: To understand friendship group dynamics.</p> <p>STS: I can explain that there are people who take on the roles of</p>	<p><i>Mid-point assessment- What is important about friendships?</i></p> <p>LO: To understand the health effects of smoking.</p>	<p>LO: To understand the health effects of alcohol.</p> <p>STS: I can recall facts about alcohol and its impact on our</p>	<p>LO: To understand and explain healthy friendships.</p> <p>STS: I can recognise when I think</p>	<p><i>End of unit assessment: Give children peer pressure/smoking/alcohol scenarios and ask them what they would do.</i></p>

<p>relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, vaping, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right, wrong</p>	<p>LO: To recognise and explain different friendship groups.</p> <p>STS: I can recognise how different friendship groups are formed. I can say how I fit into friendships groups and say who the friends are that I value the most. I can identify the feelings I have about my friends and different friendship groups.</p> <p>Task: Children create own 'friendship circle' to write friendship groups (avoid writing individual names). What qualities do these people have?</p>	<p>leaders or followers in a group, and I know the role I have in different situations. I am aware of how different people and groups impact me and I can recognise the people I most want to be friends with.</p> <p>Task: Children work in pairs and discuss scenarios. Why were some scenarios more difficult to solve than others? Link to peer pressure. Who was a leader and who was a follower?</p>	<p>STS: I can describe key facts about smoking and explain its negative effects on health. I can identify why some people start smoking. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt). I can explain how to act assertively to resist the pressure to smoke from myself and others.</p> <p>Task: Children work in pairs to read and act out scenarios. Present these to the rest of the class. Answer the following questions: Do you think everyone starts smoking for the same reason? Where is the pressure coming from in each scenario? What might the people be feeling in each situation? What are the roles of each person in the scenario? Can the people in the scenario choose their role?</p>	<p>health - particularly the liver. I can identify reasons why some people choose to start drinking alcohol. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt). I can explain how to act assertively to resist pressure to drink alcohol from myself and others.</p> <p>Task: Children complete a thought cloud showing what they know about alcohol usage.</p>	<p>friends are putting me under pressure and I can explain ways to resist this when I want. I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>Task: Children work in pairs and split page into two. Children write features of healthy/unhealthy friendship on either side.</p>	<p>LO: To understand and explain right and wrong.</p> <p>STS: I know myself well enough to have a clear picture of what is right and wrong. I can tap into my inner strength and know how to be assertive.</p> <p>Task: Children read scenarios in a pair and make a list of ways that the characters can be more assertive.</p>
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			Can the situations be problem-solved assertively?			
<p>French</p> <p>Je Me Presente (Presenting Myself) <i>Intermediate</i></p> <p><u>Key Vocabulary:</u> Les nombres 1 un 2 deux 3 trois 4 quatre 5 cinq 6 six 7 sept 8 huit 9 neuf 10 dix 11 onze 12 douze 13 treize 14 quatorze 15 quinze 16 seize 17 dix-sept 18 dix-huit 19 dix-neuf 20 vingt Salut ! Hi Bonjour ! Good morning Au revoir ! Goodbye À plus tard ! See you Ça va bien. I'm doing well Ça va mal. It's going bad Comme ci, comme ça. so so Ça va très bien I'm very good Ça va très mal It is not going well Je m'appelle... My name is Je me présente I introduce myself J'ai ... ans I'm ... years old Les nationalités J'habite à... I live in Je viens d'Angleterre I come from England Je suis... I am français, française French anglaise, anglaise English irlandais, irlandaise Irish gallois, galloise Welsh ecossaise, ecossaise Scottish</p>	<p>Pre assessment: How many vegetables in French can you recall?</p> <p>LO: To learn how to further present themselves by asking and answering questions in French.</p> <p>STS: I can use the word tres (very) to convey strong feelings I know key greetings and how to say goodbye. I can hold a conversation with a partner presenting myself.</p> <p>Task: Practise greetings with a partner and practise a conversation between partners asking each other how they are.</p>	<p>LO: To learn how to ask and answer the question Comment t'appelles-tu? (What is your name?) in French</p> <p>STS: I can recall key greetings I know how to say what is your name in French. I can say Hi, my name is in French.</p> <p>Task: Chorally practising saying what is your name? Children answer the questions about the characters on the screen. Children practise saying the sentences What is your name and children reply with their name.</p>	<p>LO: To learn numbers 11-20 and be able to count from 1-20 in French.</p> <p>STS: I know how to say the numbers 1-20 in French. I can count from 1-20 in French.</p> <p>Task: Match the front door number to the number in French. Spell the numbers in French.</p>	<p>LO: To consolidate knowledge of numbers 1-20 in French and learn how to ask and answer the question Quel âge as-tu? (How old are you?)</p> <p>STS: I know how to say numbers 1-20 in French. I know how to ask someone how old they are. I know how to answer someone and say how old I am.</p> <p>Task: Listen to four characters say how old they are and choose the right answer. Children to then ask each other How old are you? Partners to tell them how old they are.</p>	<p>LO: To learn how to ask and answer the question Où habites-tu ? (Where do you live?), as well as learn the basics of adjectival agreement in French.</p> <p>STS: I can ask someone where they live in French. I can say where I live in French. I can say where I'm from in French.</p> <p>Task: Pupils complete the sentence (in French). I live in... and I am from (in French). Children to say what country and town they are from.</p>	<p>End of unit assessment-work through the slides to complete the assessment.</p>
<p>Music</p>	<p>Compose with Your Friends Social Question: 'How Does Music Improve Our World?'</p> <p>Vocabulary: Keyboard, electric guitar, bass, drums</p>					

	hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns piano, organ, acoustic guitar, percussion					
PE	Icreate Locomotion, strength & balance (balancing with equipment, strengthen & balance and control, dexterity & balance) Vocabulary: Icreate: tactical, strategise, plan, envision, scheme, forecast, replicate, competitive, intercept, accuracy, reaction, response, limitations, challenge Dance/Hip Hop Vocabulary: Regular Beat downbeat accented beat Slow Beat Quick Beat Travel, Turn, Jump, Stillness, Level and Gesture.					
Computing Data and Information- Data Logging Key Vocabulary: importing data, collection, table, layout, data, data logger, input device, sensor, manual, automatic, interval	Pre assessment: quiz- what is data? Where do we find it? What is it used for? LO: To explain that data gathered over time can be used to answer questions STS: I can choose a data set to answer a given question I can suggest questions that can be answered using a given data set I can identify data that can be gathered over time Task: Children work in pairs to discuss and answer questions on 'which data' sheet. As a class, make a list of data in the things that children see everyday that can be collected as data 'weather, traffic, school attendance, school meals etc.	LO: To use a digital device to collect data automatically. STS: I can explain that sensors are input devices I can use data from a sensor to answer a given question I can identify that data from sensors can be recorded Task: Children use data loggers and collect information about the temperature, light and sound. Children connect data loggers to computer and set them up to record automatically. Children monitor the data.	Mid-point assessment- What do you know about collecting data? LO: To explain that a data logger collects 'data points' from sensors over time STS: I can identify a suitable place to collect data I can identify the intervals used to collect data I can talk about the data that I have captured Task: Pupils will need to be given data loggers and allowed a few minutes to choose a location, place the logger, and start recording data for use later in the lesson. Show slide 5 and explain to pupils that they are going to be data loggers. The animation on the slide shows the sun rising and setting. As the sun rises and sets, the temperature changes. Display	LO: To use data collected over a long duration to find information STS: I can import a data set I can use a computer to view data in different ways I can use a computer program to sort data Task: Import data and look at graphs and look at which is relevant data. Then, look at light data and use 'light levels' sheet. Follow instructions to create spreadsheet using data collected.	LO: To identify the data needed to answer questions STS: I can propose a question that can be answered using logged data I can plan how to collect data using a data logger I can use a data logger to collect data Task: Children generate questions that they would like the data to answer and set up their data logger in the correct place in the school to answer the question. Children leave data logger in place.	<i>End of unit assessment: quiz- what is data? Where do we find it? What is it used for? How do we use it in everyday life?</i> LO: To use collected data to answer questions STS: I can interpret data that has been collected using a data logger I can draw conclusions from the data that I have collected I can explain the benefits of using a data logger Task: Review collected data. Create data collection report regarding data collected.

			<p>slide 6 and hand out the 'Temperature log' activity sheet. Explain to pupils that they are going to watch a short clip, and as they watch the clip, they need to watch the time and temperature changes. Tell pupils that they should record the temperature on their log sheet for every hour shown in the simulation. Tell them that they will also hear a beep in the video as the hour changes.</p> <p>Discuss data captured from data logger. Discuss light, temperature, and sound data that will have been collected</p>			
Online Safety						