

# Year 4 – Term 4 - Who settled in Britain?

Subject Specific Vocabulary			Key questions	
Angles	Tribes from modern day Denmark.		<h3>Key Skills</h3> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	Who were the Anglo-Saxons?
Christianity	A religion based on the teachings of Jesus.	Which three tribes made up the Anglo-Saxons?		
Missionary	A person from a religion sent to spread the faith.	Who ruled each tribe?		
Pagan	A religion that involves worshipping many gods and goddesses.	Where did they live before coming to Britain?		
Picts	Tribes originally from Scotland who were 'foul' and had a 'lust for blood'.	How did they get here?		
Romans	The Romans invaded and settled in Britain for over 400 years, starting with their first successful raid in 54 BC.	What religious beliefs did the early Anglo-Saxons have?		
Saxons	German – Dutch tribes who settled in Britain from around 450 AD	When was a Roman monk sent to tell the Anglo Saxons about Christianity?		
Scots	People from Ireland, who, like the Picts, were fierce and powerful fighters.	Why did the Anglo-Saxons build their own villages?		
			Describe the Anglo-Saxon clothes.	
			Who invaded Anglo-Saxon Britain in 793 AD?	

# Year 4 – Term 4 – Exploring Still Life

Subject Specific Vocabulary	
Collage	A piece of art made by sticking various different materials onto a backing
Still life	A painting/drawing of an arrange of objects, usually including fruit, flowers and objects.
Post-impressionism	The work of late 19 <sup>th</sup> century and early 20 <sup>th</sup> century, including artists such as Van Gogh and Cezanne.
Cold colours	Cold colours are green, blue, indigo and violet. Linked to quietness, rest, contemplation and sadness.
Warm colours	Warm colours are red, orange and tallow. Often associated with fire, sun and heat.
Focal point	The centre of interest.
Imagery	Visual images.
Vibrant	Full of energy and life.



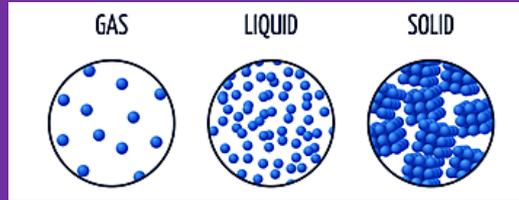
Key Skills
<ul style="list-style-type: none"> <li>• To explore the work of contemporary and more traditional artists who work within the still life genre.</li> <li>• To express my thoughts about other artists' work, and talk about the meanings of objects as artists present them.</li> <li>• To use my sketchbook to make visual notes, record and reflect.</li> <li>• To draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.</li> <li>• To present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.</li> </ul>

Key questions
Who was Paul Cezanne?
How did he arrange his still life?
What is meant by composition?
Why is composition important?
What did Hilary Pecis often include in her drawings?
Describe Nicola Dyer's work.
What is meant by collage?
What is still life?

# Year 4 – Term 4 – States of Matter

## Subject Specific Vocabulary

Boiling point	The temperature at which a liquid turns into a gas.
Boiling	When a material reaches a temperature when it bubbles and turns into gas rapidly.
Condensing	The process when a gas turns into a liquid.
Evaporation	When a liquid turns into a gas, below its boiling point.
Freezing	When a liquid turns into a solid.
Gas	A state of material when it fills the entire space available
Liquid	A state of material when it can flow from one place to another, and can be poured.
Melting	When a solid turns into a liquid.
Solid	A state of material when it cannot change shape, but holds the shape of whatever container it was frozen in.



## Key skills

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

## Key questions

What is a solid?

What is a liquid?

What is a gas?

When a material melts it turns into a liquid because heat has been applied.

Why do pure water and gold melt suddenly?

What is meant by freezing?

Describe evaporation and when it can happen.

When does boiling occur?

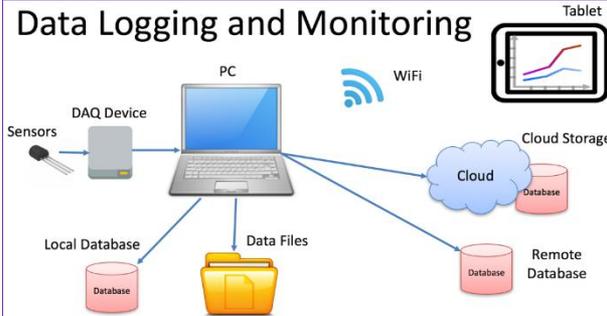
What is meant by condensing?

What happens in the water cycle?.

# Year 4 – Term 4 – Computing – Data and information

Subject Specific Vocabulary	
Data logger	A digital device that can collect data over time and store it.
Sensor	A type of input designed to allow computers to capture data from the physical environment. Sensors can be connected to a computer to capture data about temperature, light, sound, humidity, pressure, etc. A microphone can be used to record audio into a computer, or it can be used as a sound sensor.
Data	This is information, usually numerical, that is collected and stored in a form suitable for processing.
Data set	A collection of related information, usually linked to one subject or time frame.
Input device	A piece of equipment used to provide data and control signals to an information processing system such as a mouse, scanner or microphone.

## Data logging



### Key Skills

To explain that data gathered over time can be used to answer questions

To use a digital device to collect data automatically.

To explain that data gathered over time can be used to answer questions

To explain that a data logger collects 'data points' from sensors over time.

To recognise how a computer can help us analyse data.

To identify the data needed to answer questions.

To use data from sensors to answer questions.

### Key questions

What is wrong with using a small amount of data?

How can computers capture data from the physical world?

What do input devices do?

Can you give an example of an input device?

What is a sensor?

Why are data loggers used?

What is each capture of data called?

How can this be displayed?

# Year 4 – Term 4 - Hockey

## Key Vocabulary

**Stick** – The equipment used to hit and move the ball

**Side In** – Free hit awarded to a team after the opponent hits the ball out of bounds over the side line. Also called “hit-in” or “push-in.”

**Free Hit** – Awarded after most penalties. Defenders must stand five yards from the ball until it is played.

**Control** – keeping the ball as close to the stick as possible when dribbling or receiving the ball. Or knowing what you are doing with it to keep the ball away from defenders

**Receive** – when a teammate passes to you, you receive the ball

**Block Tackle** – Knees bent/ back straight/ stick flat on the floor/ left fist on the ground/ stick slightly tilted forward

**Jab Tackle** - Standing on the left of an opponent/ stick in left hand on reverse/ jabbing motion to knock ball away from opponent

**Foot Foul** – Occurs anytime an outfield player’s foot is hit by the ball even if unintentional

## Key Knowledge and Skills

### One Stick

In hockey all sticks are primarily the same, with a **flat and curved side**, which is always the same way around. Players may **only touch the ball with the flat side of the stick**, meaning that a player has to move their stick, or themselves when the ball is on their left-hand side. Top stick shows the flat side and bottom stick the curves side.



### Grip

**Left (top) hand above the right (bottom)** is a great start and holding the top (grip) of the stick. Make sure there is a gap between the top and bottom hand as this provides control, this gap can decrease as control improves and also for certain passes. Holding the grip correctly allows an easy transfer to the reverse side.



### Dribbling

**Open stick:** Left hand at top, right at bottom of grip/ knees bent/ back straight/ elbow up/ ball at 1/2o’clock on right hand side

**Indian:** Left hand at top, right hand at bottom of grip/ knees bent/ back straight/ stick rolls over ball pulling it right on reverse/ open stick dribble again slightly to the left before pulling right again



### Passes/Shots

**Push Pass:** Left hand at top, right hand at bottom of grip/ left foot forwards/ push ball from behind body/ follow through with stick in direction you want ball to go. **Used for a shorter pass.**



**Slap Pass:** Left hand at top, right hand at bottom of grip, hands can come together/ left foot forwards/ knees bent/ aim for chest on knee/head over ball/ stick draws semi-circle across ground contacting ball slightly in front of body. **Used for a longer pass.**



**Hit:** Both hands at top of grip/ ball in line with left foot/ head

over ball/ contact ball with flat stick face and follow through where you want ball to go. **Used for more power.**

### Uni-hoc

Adopts many of the same rules as regular hockey with the main difference being the stick used and a softer ball. The uni-hoc stick is plastic and resembles for of an ice-hockey stick. This means that **both sides of the stick can be used to hit the ball**. This provides more control for young children and can be used to build to regular hockey

# Year 4 – Term 4 – Spanish – My family (Mi familia)

## Mi familia

phonics

- ca sound in:  
• única
- ci sound in:  
•  cien 100
- co sound in:  
• único
- cu sound in:  
• cuarenta 40  
• cincuenta 50

accents

Accents indicate the vowel is stressed. As seen in the words tí-o and ú-ni-ca.

stress placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like her-ma-no.

vocabulary

The nouns and determiners for family members.



The 2 words for the possessive adjective 'my' in Spanish.

mi

mis

Numbers 1-70 in Spanish:

10 20 30 40 50 60 70

High-frequency verbs

se llama

he/she is called

tiene

he/she has

grammar

To fully understand the role of gender and plurality in the choice of possessives.

mi hermano mi hermana

Singular possessive adjective

mis abuelos



To move from the 1<sup>st</sup> person conjugation of high-frequency verbs to 3<sup>rd</sup> person singular.

tengo

I have

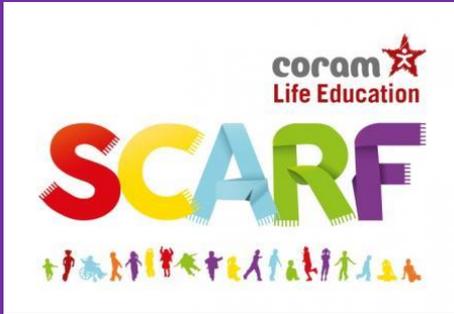
tiene

he/she has

## What I will learn:

- Objective 1: I will learn the nouns and determiners for several family members in Spanish.
- Objective 2: I will learn how to move from using the determiner 'a' with a family member noun to a possessive adjective 'my' in Spanish.
- Objective 3: I will learn to answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?)
- Objective 4: I will learn how to introduce family members, learning to use 'se llama' (he/she is called).
- Objective 5: I will use my knowledge of larger numbers to be able to describe the age of family members.

# Year 4 – Term 4 – PSHE – Valuing Difference



## Subject Specific Vocabulary

Conflict	A serious disagreement and/or argument about something important.
Safeguarding	The process of protecting children/adults.
Bullying	A repetitive, intentional hurting of one person by another person or group.
Respect	Caring enough to consider how words and actions impact others.
Tolerance	Accepting others for who they are.
Stereotyping	An idea or belief that people have about something that is based on how they look on the outside, which may be untrue.

## Key questions

What elements make a good friendship?

How can arguments be helpful sometimes?

What is peer pressure?

What is bullying and what are the different types?

What did Hilary Pecis often include in her drawings?

What can you do if you are worried about bullying?

In what ways are we all different?

How can we show respect to others even though we are different and have different views?

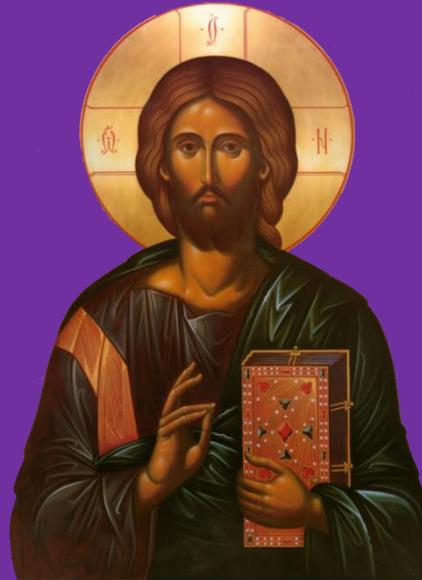
# Year 4 –Term 4

# RE- Christianity

## Is forgiveness always possible for Christians?

### Subject Specific Vocabulary

Forgive	When you stop being angry with someone who has treated you badly or done something wrong.
Enemy	Someone who wants to harm you or upset you because they dislike or hate you.
Revenge	Hurting or punishing someone who has hurt or harmed you.
Salvation	The act of saving someone or something from harm.
Sin	An action or type of behavior that is thought to break the rules of God.



### Key stories from the Bible

- The Lord's Prayer
- Love for enemies- Luke 6:27-36
- Teaching about anger- Matthew 5:21-26
- Forgiveness- 70x7 Matthew 18:21-22

### Key Questions

- What did Jesus teach Christians about forgiveness?
- How do Christians use these teachings in their lives today?
- Can Christians always forgive?
- What did Jesus's death mean for Christians?
- Why is the calculation 70 x 7 important?
- Which of the stories from the bible do you think best explains forgiveness to you?