

Year 4 – Term 5 – DT – Food Technology

Food - Adapting a recipe

Adapt	To change or alter something to fit a given purpose, or to improve it.
Budget	To set an amount of money that can be used for something or for a project and then making sure that you record what you spend and don't spend more than the amount that you set.
Building hire	To pay to use a particular building such as a factory or a professional kitchen for it's facilities.
Equipment	Items and objects which are needed to complete a task.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Flavour	How food or drink tastes (for example, sour, sweet, bitter, salty).
Ingredients	Items that make up a mixture, for example foods that make a recipe.
Method	Following a process or list of instructions.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Packaging	The packet or container that holds a product safe, ready to be sold and has information on about the product.
Prototype	A simple model that lets you test out your idea, showing how it will look and work.
Quantity	An amount of an item.
Recipe	A set of instructions for making or preparing a food item or dish.
Target audience	A person or particular group of people at whom a product is aimed.
Unit of measurement	The unit which you use to measure a quantity. (for example, grams, centimeters, litres).
Utilities	Services such as water, electricity, gas and internet.

Key facts

Kapow
Primary

There are many different **ingredients** to think about, each one can change the **flavour** of the plain biscuit recipe.

Marshmallows

Chocolate



Lemon zest

Raisins

Did you know?



There are five different tastes our tongues can detect.

1. Sweet (fruits, honey, cupcakes)
2. Bitter (olives, dark chocolate, spinach)
3. Sour (lemon, lime, vinegar)
4. Salty (hard cheese, anchovies)
5. Umami (tomatoes, miso, seaweed)

Year 4 – Term 5

RE- How can Jews live a good life?

Subject Specific Vocabulary

Commitment	Showing or being dedicated to a cause or activity
Trust	To firmly believe in someone or something
Sacrifice	To give up something that belongs to you to a God or a cause
Mitzvot	A religious duty or commandments to follow
Chuppah	A canopy under which Jewish marriages are performed
Ketubah	A Jewish marriage contract
Kippah	A skullcap worn by Jewish men
Vows	A solemn promise made to God or someone else



Key Questions

- ☐ Why is Abraham an important figure for Jewish people?
- ☐ How did Abraham show his commitment and trust in God?
- ☐ How do Jews commit to each other during their marriage?
- ☐ What happens during a Jewish wedding?
- ☐ Can you give examples of actions that Jews take to lead a good life?

Year 4 – Term 5

Computing- Photo editing

Subject Specific Vocabulary

image	A visual representation of something
edit	Making changes and reviewing
Digital image	A digital image is an electronic file that forms into square picture elements (pixels) when displayed on a viewing. device (e.g., a computer monitor). T
crop	To cut off the sides of an image.
rotate	A feature to allow you to turn an image clockwise or anticlockwise.
undo	To erase the last change done.
save	To store a file onto a computer system.
combine	To put together 2 or more images to create a new image.
Photo editing	The act of altering an image.



Key skills

- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information
- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Key questions

- ☐ How can an image can be changed?
- ☐ Photo editing software is used for what purpose?
- ☐ What can different colours and filters effect?
- ☐ What is 'retouching'? Why would it be useful to use this?
- ☐ How can images be combined to create new ones? Is it always wise to do this?
- ☐ What should we remember about images we see in the media and online? Are they always accurate and true to form?
- ☐ What can we combine to create a final image product?

Year 4 – Term 5 – PSHE – Rights and Respect



Subject Specific Vocabulary

Democracy	A system where all of the people in that community can have a say in how things are carried out
Influence	To affect the mind and actions of others
Passive bystander	To do nothing when witnessing the behaviour
Active bystander	To help and 'stick up' for the person being bullied
Taxes	A compulsory payment made to support the government
Responsibilities	To have a duty towards a person or thing

Key questions

What rights and responsibilities do you have? Are they the same as everyone else?

What is the United Nations?

How does a democracy work?

In what ways can we be influenced and by who?

Who has to pay taxes in the UK?

Have you ever been a bystander in a situation in our school community? What was your role?

Can you share some examples of people who help to keep you healthy and safe?
How can you help them to do this?

Year 4 – Term 5 – Spanish – The Classroom

La clase

phonics

sound in:

ca

• calculadora 

• sacapuntas 

sound in:

cu

• culculadora 

• cuaderno 

accents

Accents indicate the vowel is stressed. As seen in the word lá-piz. They can also be used to indicate a question as seen in:

'¿Qué tienes en tu estuche?'

The nouns & determiners for 12 common classroom objects.



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

mi

mis

Language to describe what I have/do have not in my pencil case.

En mi estuche tengo un bolígrafo.

In my pencil case I have a pen.

En mi estuche ~~no~~ tengo un bolígrafo.

In my pencil case I do not have a pen.

vocabulary

grammar

To fully understand when to use the correct possessive adjective in Spanish.

mi lápiz

mi regla

Singular possessive adjective 'my' for both masculine and feminine nouns.

mis tijeras

Plural possessive adjective 'my' for both masculine and feminine nouns.

The negative structure 'no tengo'.

Tengo una goma.

I have a rubber.

~~No~~ tengo una goma.

I do not have a rubber.

What I will learn:

- ☐ Objective 1: I will learn the nouns and determiners for 6 classroom objects in Spanish.
- ☐ Objective 2: I will learn 6 more nouns and their determiners for classroom objects in Spanish.
- ☐ Objective 3: I will learn to answer the question '¿Qué tienes en tu estuche?' (What do have in your pencil case?)
- ☐ Objective 4: I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in Spanish.
- ☐ Objective 5: I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.

Year 4 – Term 5 – PE - Cricket

Key Knowledge

Learn these key facts—key points in red

Fielder

When it is a team's turn to field the whole team at the same time become fielders. Fielders can use **any part of their body to field**, with **hands being the best option**. A fielder will need to use their skills to **prevent the batting side from scoring runs**. Remember the ball will move faster than you!



Batter



When a team is batting **only two members of that team are active**. This means that the rest of the team have to wait their turn. The batter 'on strike' may attempt to hit the ball to **score runs**, whilst the 'non striker' can not hit the ball, they may still need to run. Both of the active batters can out individually during a delivery, even the batter not on strike. In school/junior cricket players bat in pairs and if they are out then the team loses runs instead of not being allowed to bat any longer (as in adult cricket). All players usually bat.

Bowler - Underarm Bowl

Any of the team may bowl. Only **one player bowls at a time**. One of two ways to bowl the ball. It is not allowed in many grades of cricket unless agreed beforehand.

Underarm bowling is normally used for **beginners** and progresses into over-arm bowling.



Run(s)

Usually the team with the **most runs** wins. Runs are scored in many ways: by **running**, **hitting boundaries** or **extras**.

Running: during a delivery, when the two batters change ends without being out. Do this once (single), twice (two) etc.

Boundaries: running is not necessary if the ball hits the marked boundary. If the ball does this having made contact with the ground, **four runs** are scored. If the ball does not bounce before hitting or going over the boundary, **six runs** are added.

Extras: runs that are not scored by the batter or added to the batters individual score and only added to the team's total. Examples of extras are wides, no-balls, byes, leg byes and penalty runs.

Key Vocabulary

Understand these key words

Word	Definition
Batter	The player who is attempting to hit the ball bowled to score runs or prevent the loss of a wicket.
Bowler	The player who is delivering the ball towards the stumps defended by the batter. This player is on the fielding team.
Fielder	The rest of the fielding team use their fielding skills to limit the amount of runs scored by the batting side.
Bowl	Is the action of propelling the ball towards the wicket defended by the batter
Underarm Bowl	Combining an underarm throw and releasing the ball. The bowler's hand does not rise above the level of the waist and the ball ideally bounces once before the popping crease or batter.
Run(s)	The scoring method in cricket to (help) decide the result of a match.
Out/Dismissed	When a batters' period of batting is ended by the opposing team
Stumps	There are two sets in a game at either end of the pitch made up of three stumps and two bails on top of the stumps.
Wide	A ball that is too far away from the stumps or batter and deemed unable to hit.
No Ball	Multiple ways to get a no-ball: too many bounces, too high without bouncing and the bowler over stepping are examples.
Over	When 6 legal deliveries are bowled by the bowler

Cricket Focus

Players

Ben Stokes:



An English all-rounder who was awarded the Sir Garfield Sobers trophy for 2019 (player of the year).

Shane Warne:



Retired Australian bowler. The greatest leg spinner of all time with over 1000 international wickets.

Sachin Tendulkar:



Retired Indian batsman and former captain of the Indian national team. He has scored the most international runs (34357) and the most international centuries (100).

Jofra Archer:



Jofra is a Barbadian born English fast bowler. Having played locally in Sussex he was signed by Sussex CCC and made a name globally playing short form cricket in Australia and India. In 2019 he qualified to play for England and won the Cricket World Cup and played in the Ashes, playing a starring role in both.

Year 4 – Term 5 – Living Things

Subject Specific Vocabulary

Amphibian	An animal with an internal skeleton that lives both in and out of water.
Bird	An animal that flies and has an internal skeleton.
Centipede	An animal with one leg to each body segment.
Classify	To group things so that they can be identified.
Fish	An animal with an internal skeleton that lives in water and has gills.
Flowering plant	One that produces pollen and seeds.
Habitat	The place where something lives.
Insect	An animal with six legs.
Invertebrate	An animal without a backbone.
Mammal	An animal that gives birth to live young.
Organism	A living thing, animal or plant.
Reptile	An animal with an internal skeleton that lays eggs but lives on land.
Vertebrate	An animal with a backbone.



Key Skills

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things
- 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, take 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.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

Sticky Knowledge

Living things can be grouped in a variety of ways.
Changes to habitats can pose dangers to living things.

The animal kingdom can be divided into two broad groups based on whether they have a backbone (vertebrate) or not (invertebrate). The plant kingdom can also be divided into two groups: flowering and non-flowering plants

The five groups of vertebrates are fish, amphibian, reptile, bird and mammal. Fish, reptiles and amphibians are cold-blooded..

Insects are one of the most numerous groups on the planet, with over a million known species. Insects have a three-part body and three pairs of legs.

Insects are the only invertebrates who are able to fly. This has played a major role in their success.

Non-flowering plants include plants such as ferns and mosses. Conifers do not produce true flowers so are also considered non-flowering. Flowering plants include all other plants, including most trees, grasses and shrubs. They produce flowers, which produce pollen

Year 4 – Term 5 – Why do some people live in Megacities?



Subject Specific Vocabulary

Settlement	A place where people have come to live and build their homes
Urbanisation	To make a rural area more populated and industrialised
Population	All of the people that live in a given area
Megacity	A city with over 10 million inhabitants
Town	A place with many streets and buildings where people live and work
City	A large town
Human geography	Man- made parts of the world
Physical geography	Natural or partly natural features of the Earth's surface

Key Skills

Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density

Describe and begin to explain the distribution of megacities across the continents of the world

Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country

Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom

Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant

Recognise and locate the largest cities in South America

Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants

Key Questions

- What are some features of human geography?
- What are some features of physical geography?
- What are some differences between a village, a town and a city?
- Why do some locations become megacities?
- What factors meant that Milton Keynes became a fast- growing city?
- Why did Brazil decide to build a brand- new city in the 1960s?
- Would you like to live in a megacity? Can you explain why?