



SPRING TERM CURRICULUM PLAN

YEAR GROUP 4

<p>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</p>	<p>When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate, and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.</p>		
<p>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</p>	<p>Our curriculum is cohesive across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned, and well-sequenced learning so that new knowledge and skills build on what has been taught before.</p>	<p>Our curriculum is creative, developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.</p>	<p>Our curriculum is collaborative. Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning, and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.</p>

<p>Experiences and the wider use of the environment for this term.</p>	
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SCIENCE		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>Scientific enquiry: Observation Identifying Classifying Research</p>	<p>States of Matter Observe that some materials change state when they are heated, cooled and measure or research the temperature at which it happens</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p>	<p>Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle</p>

HISTORY
<ol style="list-style-type: none"> 1. The hunters of Doggerland 2. Hunters and gatherers 3. What do we mean by prehistoric? <ol style="list-style-type: none"> 4. Stonehenge 5. Skara Brae 6. How was Stonehenge built?

RELIGIOUS EDUCATION		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>Sp1 Judaism - Passover Meaning, purpose and truth</p>	<p>Practices and ways of life</p>	<p>Judaism Jews</p>

<ul style="list-style-type: none"> - I can talk about what I find interesting about the Jewish food laws or the Seder meal or another way Jews choose to do as God asks them. - I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important. - I can start to identify how it would feel to keep Kashrut. - I can give you my opinion as to whether these ways are important to Jews. - I can explain my opinion as to which ways may be more or less important for Jews to show respect to God. <p>Sp2 Christianity – Easter Meaning, purpose and truth</p> <ul style="list-style-type: none"> • I can talk about what I find tricky about forgiveness. • I can think about how easy it is to forgive people. • I can ask important questions about how forgiveness is possible. • I can give my opinion about how people should live their lives and suggest what Jesus might say. <p>I can give my opinion about forgiveness and discuss whether this is always possible, reaching my own conclusion.</p>	<ul style="list-style-type: none"> - Understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. <p>Beliefs, teachings and sources</p> <ul style="list-style-type: none"> - Understand how Jesus' life, death and resurrection teaches Christians about forgiveness. - Learn a Christian story about forgiveness. 	<p>Passover Kashrut Seder Kosher Food Torah Scroll Sabbath</p> <ul style="list-style-type: none"> - Mezuzah <p>Christianity Easter Resurrection Forgiveness Bible Forgiveness The Last Supper The Lord's Prayer</p>
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DESIGN TECHNOLOGY		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p>Exploring and developing</p> <ul style="list-style-type: none"> • I can explore ideas and collect visual and other information for my work <p>Investigating and making</p> <ul style="list-style-type: none"> • I can investigate visual and tactile qualities in materials and processes. • I can demonstrate my ideas and meanings, and design and make images for different purposes. 	<ul style="list-style-type: none"> • Know pyramids exist throughout the world and what they are for (purpose). • Know about square based pyramids (3D shapes) and their properties (including nets). • Know measures to nearest mm. • Know how to estimate. <p>Know different ways to join paper materials.</p>	<p>Mm Cm Measure Estimate Join purpose Cutting Shaping Joining Strengthen Net Prototype Sturdy Pyramid</p>

<ul style="list-style-type: none"> • I can cut materials accurately and safely by selecting appropriate tools. • I can select appropriate joining techniques. • I can develop a range of practical skills to create products (such as cutting, gluing). • I can use nets for prototypes. <p>Evaluating and developing</p> <ul style="list-style-type: none"> • I can refine work and techniques as work progresses. • I can comment on similarities and differences between my own and others' work. • I can identify what skills I have used. • I can identify what was difficult and why? <p>I can identify how I can improve my own work.</p>		<p>Layer 3D</p>
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ART		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p><u>Drawing</u> I can use shading to add interesting effects to my drawings using different grades of pencil (to create a self portrait).</p> <p><u>Painting</u> I can experiment with colour to create a mood(to create a Picasso inspired self portrait). I can use acrylic paint</p>	<p>I know about Pablo Picasso</p>	

COMPUTING		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p><u>LOGO</u></p> <ul style="list-style-type: none"> • I can use a repeat instruction, creating more than one algorithm (LOGO) • I can add a simple variable. • I know that I need to keep testing my program while I am putting it together. • I can recognise an error in a program and debug it. • I recognise that an algorithm will help me to sequence more complex programs. 	<p>I know there are 360 degrees in a full turn.</p> <p>I know the names and properties of simple 2D shapes.</p>	<p>Algorithm Variable LOGO Repeat</p> <p>Bystander upstander</p>

<ul style="list-style-type: none"> I can compare programming language: Kodu v LOGO and am able to say what is the same and what is different. <p><u>E Safety</u></p> <ul style="list-style-type: none"> How to communicate respectfully online and the role of a bystander and upstander. <p>Be able to say what to do and where to get help from if they fell worried about anything they see online.</p>		
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<p>I can explain what a community is and why role within it. I can explain how I remain safe online. I understand what a budget is and why they are important.</p>

MUSIC		
Key Learning Point – Skills	Key Learning Point – Knowledge	Vocabulary
<p style="text-align: center;">Listening</p> <p>I can PERFORMING</p> <ol style="list-style-type: none"> Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). Continue to sing rhythmically and expressively using a range of approximately an octave with increased control. <p>COMPOSING</p> <ol style="list-style-type: none"> Construct a piece with a simple structure (e.g. Binary or Ternary). Improvise with increasing confidence (e.g. using 2 - 3 notes). Can add own words to an existing tune to make a new song. Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. 	<p>PERFORMING</p> <ul style="list-style-type: none"> Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. <p>COMPOSING</p> <ul style="list-style-type: none"> Begin to show an awareness of how changes in pitch can be shown on a stave. Add pitch names to rhythmic notation to make more complex melodies. <p>AURAL AWARENESS</p> <ul style="list-style-type: none"> Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. 	<ul style="list-style-type: none"> Pulse Rhythm Pitch Tempo Dynamics Notation Tone Texture Drone RnB Rock Reggae Pop Film/Classical Musicals Motown, Soul Disco Funk Hip Hop Big Band Jazz Dynamics Solo Ensemble Introduction Verse Chorus - Bridge Hook

<p>9. Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</p> <p>AURAL AWARENESS</p> <p>10. Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</p> <p>11. Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</p> <p>12. Recognise different metres (e.g. 2, 3 or 4 time).</p> <p>EVALUATING</p> <p>13. Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</p> <p>14. Make simple connections and comparisons with music being listened to and own compositions and performances.</p> <p>15. Identify how composers use the inter-related dimensions of music to create effects and mood.</p> <ul style="list-style-type: none"> • Ask questions about music in other cultures and traditions. 		<p>Backing/ accompaniment</p> <p>Improvise</p> <p>Notes</p> <p>Stave</p> <p>Crochet</p> <p>Quaver</p> <p>Minim</p> <p>Semibreve</p> <p>Metres</p>
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