

# Year 4 Autumn 1 Curriculum Sequence 2023 - Rivers



## Science

**Intent:** To identify how sounds are made, how we hear, how sounds travel and volume of sounds.

### SEQUENCE OF LESSONS

1. An Introduction to Sound: Identify how sounds are made, associating some of them with something vibrating.
2. How Sounds Travel: Recognise that vibrations from sounds travel through a medium to the ear.
3. Sound and Pitch: Find patterns between the pitch of a sound and features of the object that produced it.
4. Sound and Volume: Find patterns between the volume of a sound and the strength of the vibrations that produced it.
5. Sound and Distance: Recognise that sounds get fainter as the distance from the sound source increases.

**Key Vocabulary:** ear, hear, high, low, sound, quiet, loud, vibrate, vibrations, pitch, volume, travel

**Impact:** Children can explain how sounds are made, how we hear sounds, how sounds travel through air, the difference between volume and pitch.

## Geography

**Intent:** To identify the features of rivers, how they are used, flooding and facts about the world's longest rivers.

### SEQUENCE OF LESSONS

1. What is a river? Describing the water cycle, locating the world's longest rivers on a map.
2. How do people use rivers? Describe how rivers are used around the world.
3. What journeys do rivers make? Identify the stages and features of a river.
4. How do people change rivers? Recognise and explain how human activity affects rivers.
5. How can flooding affect people? Recognise and explain how flooding affects people.
6. What can I find out about the world's longest rivers?

**Key Vocabulary:** water cycle, evaporation, precipitation, condensation, hydro-electric power, crops, source, mouth, tributary, dam, irrigation, continent, country

**Impact:** Children can explain the key features of rivers and the water cycle, how humans affect rivers, how flooding affects humans and identify some of the world's longest rivers.

## Art

**Intent:** To describe tint and shade, mix tints and shades, paint an object in 3D, sketch, paint with care and control.

### SEQUENCE OF LESSONS

1. Tints and shades: To investigate different ways of applying paint. To mix tints and shades of a colour.
2. Three dimensions: To use tints and shades to give a three-dimensional effect when painting.
3. Painting techniques: To explore how paint can create very different effects.
4. Composition: To consider proportion and composition when planning a still-life painting.
5. Still life: To apply knowledge of colour mixing and painting techniques to create a finished piece.

**Key Vocabulary:** composition, hue, proportion, shade, shadow, still-life, tint, tone, three-dimensional, abstract, texture, landscape, portrait, vivid

**Impact:** Children can sketch and paint 3D objects showing an understanding of how colour can be used to show light and dark.

## RE

**Intent:** To learn about the life of Buddha and how he tried to be happy and stay happy. Know that Buddhists believe life is a journey to Nirvana and is affected by our actions and behaviours.

### SEQUENCE OF LESSONS

1. Who and where? Explain who and where Buddhism was founded.
2. Main Beliefs: explain the main beliefs held by Buddhists, compare Buddhist beliefs with the beliefs of other religions.
3. Special places: temples are special places for Buddhists.
4. Special festivals: explain what happens at the major Buddhist festival of Wesak.
5. Holy Book: explain what the Buddhist holy book is and what is in it.
6. Symbols and meanings: name and explain the meaning of Buddhist symbols.

**Key Vocabulary:** Buddha, Siddhartha Gautama, India, religion, palace, suffering, meditation.

**Impact:** Children can explain key events in the life of Buddha, important festivals, Wesak and the meanings of Buddhist symbols.

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## PSHE

**Intent:** Children learn about being an important member of their class team.

### SEQUENCE OF LESSONS

1. Becoming a class 'team': attitudes and actions make a difference.
2. Being a school citizen: being part of my school community, taking on a role in a group and contributing to the overall outcome.
3. Rights, Responsibilities and Democracy: understand how democracy works, recognising my contribution.
4. Rewards and Consequences: my actions affect myself and others, other people's feelings, empathising with them.
5. Our Learning Charter: democracy and groups come together to make decisions
6. Owning our Learning Charter: having a voice benefits the school community.

**Key Vocabulary:** Included, excluded, welcome, valued, team, rights, responsibilities, democracy

**Impact:** Children recognise the importance of working together as a team and respecting the contributions of others

## Computing

**Intent:** Children know how to stay safe online, how to write and debug simple coding, how to use simple spreadsheets

### SEQUENCE OF LESSONS

#### ONLINE SAFETY:

1. Going phishing: online identity, digital footprint

#### CODING:

1. Healthy screen time: positive and negative influences, balancing screen time
2. Design, Code, Test and Debug: create simple computer program
3. IF Statements: understanding how IF statements work
4. Co-ordinates: understanding how to use co-ordinates in programming
5. Repeat Until and IF/ELSE statements
6. Number variables: understand what a variable is, use a number variable
7. Making a playable game: review vocabulary and concepts, create a playable game

**Key Vocabulary:** Code, program, objects, attributes, debug, variables, IF statement

**Impact:** Children know how to stay safe online, children can program, create and debug a playable game, evaluate others games

## PE

**Intent:** Children develop problem-solving skills whilst working in small teams, to perform a variety of floor and vault movements

### SEQUENCE OF LESSONS

1. Team Games: working together in small groups, develop problem-solving skills
  2. The Masked Mass: describe how the body reacts at different times, how this affects performance
  3. Exploration Experiments: navigate round a space with growing confidence
  4. Anagram Antics: read a map with increasing accuracy and confidence within a time limit
  5. Symbol Circuits: create symbols that are effective for map reading
  6. Outstanding Orienteers: follow a map with increasing accuracy and confidence
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1. Jumps and Leaps :perform a range of jumps and leaps
  2. Rolls: perform a straddle forward roll and a backward roll to straddle correctly
  3. Vaulting: perform a straddle on vault correctly
  4. Round-offs: perform a lunge into cartwheel correctly
  5. Linking movements: link movements together by performing a straight jump full turn, a cat leap half turn and a pivot
  6. Performance: work in a small group to create and perform a gymnastics sequence with a theme

**Key Vocabulary:** challenge, team, map, symbols, orientation. Straddle, balance, forward roll, full-turn, half-turn, cat leap, pivot

**Impact:** Children can perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues  
Children can play competitive games, and apply basic principles suitable for attacking and defending in the context of batting and bowling in rounders.

## Music

**Intent:** Mamma Mia: Children learn to sing, play, improvise and compose with the song Mamma Mia, children will listen and appraise more ABBA hits.

### SEQUENCE OF LESSONS

1. Mamma Mia: begin to recognise the basic style indicators of ABBA's music
2. Dancing Queen: begin to recognise the basic style indicators of ABBA's music
3. Waterloo: begin to recognise the basic style indicators of ABBA's music
4. Super Trouper: Waterloo: begin to recognise the basic style indicators of ABBA's music
5. Thank You For The Music: begin to recognise the basic style indicators of ABBA's music

**Key Vocabulary:** listen, appraise, compose, style, lyrics, performance

**Impact:** Children can recognise the style indicators of ABBA songs and compose a simple melody based on them.