

Sunrise Curriculum Spring Sequence - Year 4

Spring 1: Courage - The story of Ruth ...courage to go to a new place and start again. (Ruth 1-4)

Spring 2: Hope- The story of the risen Jesus...hope for new life (John, 20)

'Are mythical creatures a myth or extinct?'



History
Children have studied Romans, Celts and Anglo Saxons using different sources

INTENT
To develop an understanding a social aspect of history (laws and justice) and how it changed up until the 20th Century. Reflect on the reliability of primary and secondary sources.

Sequence of lessons:

- 1) How were criminals punished 800 years ago and how do we know?
- 2) Use the legend of Robin Hood to explore the medieval justice system.
- 3) How did crime and justice change between 1500 and 1750
- 4) Investigate how punishment became more bloody and public in the 18th Century.
- 5) Looking at what changed in the 19th Century looking at transportation, police and prison reform.
- 6) Looking at change in the last 100 years to include car crime and cyber crime.

Outcome/composite
Children choose a period to present when it was best/worst to be a criminal using a poster/model.

Geography
Children will have begun to look at key human and physical features in KS1. They will have identified the 7 continents.

INTENT
To identify human and physical features of different countries within Europe. To make comparisons about the physical and human features of countries within Europe and the UK.

Sequence of lessons:

- 1 – Where in the world is Europe. To recap vocab and their understanding children will hide treasure throughout Europe.
- 2 –Where in the world is Norway and what is it like? Children use atlases to find Norway, neighbouring countries and capital cities.
- 3- Are the human and physical features of Vestland, a region on the west coast of Norway, the same as ours?
- 4-What is the climate like in Vestland compared to our own?
- 5-How does the climate and location and Vestland affect its economics?
- 6- Understand how children live in Vestland and compare it to ourselves.

Outcome/composite
Diary entry for the life of a child amongst the Fjords of Norway.

French
Y3 – Children will have begun learning some foods. They will have developed their pronunciation and begun to speak in full sentences.

INTENT
To ask and answer questions in French in a complete sentence related to our topic 'Going Shopping'

Sequence of lessons:

- 1 - I can express an opinion in French. I can write a sentence to answer questions using quantifiers.
 - 2 - I can change the French word for 'the' to the French word for 'some'
 - 3 - I can use adjectives to describe nouns.
 - 4 - I can answer question in a complete sentence.
 - 5 - I can ask and answer questions in French using complete sentences.

Outcome/composite
To record and translate a conversation

INTENT
To explore and develop vocabulary and pronunciation relating to the topic 'Where in the world?'

Sequence of lessons:

- 1 - • I can speak in a sentence to answer a question.
 - 2 - I can use the correct masculine/feminine preposition
 - 3 -• I can use an English/French dictionary to translate from English to French.
 - 4 - understand that because a continent is always feminine the preposition 'en' is always used for 'in'

Outcome/composite
To share their learning with another class.

Science
Y1- types of animals
Y2 – life cycles and basic food chains
Y3 – nutrition and skeletons

INTENT
Children will develop their understanding of humans and animals. They will be able to apply their knowledge to range of different animals.

Sequence of lessons:

- 1 - To identify the key parts and functions of the digestive system.
- 2- To make a model of the digestive system to help understand the process.
- 3- To label the key parts and functions of the digestive system.
- 4 - To identify different types of teeth and their purpose
- 5- To investigate tooth decay..
- 6- To create and interpret food chains.

Outcome/composite
Children will use their knowledge to describe the teeth and diet of their mythical creatures.

Science
Y1 and Y2- children have explored the properties of different materials.

INTENT
Children will be able to sort solids, liquids and gases and explain the differences between these. They will be able to explain the processes of the water cycle

Sequence of lessons:

1. To be able to compare and group materials together, according to whether they are solids, liquids or gases
2. Investigate gases, their properties and their uses.
3. To observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius.
- 4) To observe how water changes state.
4. To investigate how water evaporates.

Outcome/composite
Children can explain different states and how water changes between these states.

RE
Children have developed knowledge of Hinduism in Y3 and Y4 looking at key celebrations and how Hindu's worship God. They will have looked the celebrations around Easter in YR and Y2.

INTENT
To develop and show their understanding of what it means to be a Hindu in Britain today.

Sequence of lessons:

- 1 – I can identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.
- 2 – I can describe how Hindus show their faith within their families in Britain today.
- 3 – I can describe how Hindus show their faith within their faith communities in Britain today.
- 4 – I can Identify some different ways in which Hindus show their faith
- 5 – I can Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

Outcome/composite
Children use their knowledge from this unit, and from literacy to create a NCR about Hinduism.

INTENT
To understand why Christians call the day Jesus died on the cross 'Good Friday'

Sequence of lessons:

- 1- I understand the events leading up to Holy Week.
- 2 – I can offer informed suggestions about what the events of Pentecost in Acts 2 might mean.
- 3/4 - I can make links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.
- 5 - Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.
- 6 -R aise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

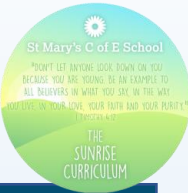
Outcome/composite
Children will create a poster for an Easter event.

Reading opportunities across the Sunrise Curriculum



Sunrise Curriculum Spring Sequence - Year 4

'Are Mythical Creatures Myth or Extinct?'



Computing
Children have programmed events and action in Y3 .

INTENT
Children will learn the principles and techniques of animation, including its history.

Sequence of lessons:

- 1.I can describe early forms of animation before computers and how computers have made a difference.
- 2.I can create a short computer animation using one or more moving stick figures.
- 3.I can create a recorded animation involving a number of moving characters on a background.
- 4.I can structure specific timing of animations using a time slider.
- 5.I can use a camera to create a short stop motion animation film.
- 6.I can analyse and evaluate software.

Outcome/composite
Children will create their own stop animation and share it with the class.

Computing
Children have used Power Point in Year 3 to make Presentations

INTENT
To create a branching data base .

Sequence of lessons:

1. Investigate branching databases.
2. Use hyperlinks to change pages in power point and making these links look like buttons.
3. Continue to create their branching databases and check that the presentation works.
4. Insert and animate pictures into the presentation.
5. Format the fonts and pages to make the presentation look interesting.
- 6.Check their branching database with another pupil.

Outcome/composite
Children create a branching database to help identify animals.

PE
Children will recap and develop the skills that they have previously explored during invasion games and gymnastic as part of a spiral PE curriculum.

INTENT
To create a gymnastics performance.

Sequence of lessons:

1. To perform a range of jumps and leaps
2. To perform a straddle forward roll and a backward roll to straddle correctly.
3. To perform a straddle on vault correctly.
4. To link movements together by performing a straight jump, full turn, cat leap half turn and a pivot.
5. To work in a small group to create and perform a gymnastic sequence with a theme.
6. Evaluate and refine their performances.

Outcome/composite
To create and perform a sequence with a theme.

INTENT
Children develop a range of skills to play invasion games.

Sequence of lessons:

- 1 - To practice common skills needed for invasion games.
- 2- To use a range of techniques to move with the ball.
- 3- To pass and receive a football with increasing accuracy and success.
- 4- To use and understand attacking skills and strategies.
- 5- To use and understand defending skills and strategies.
- 6- To use attacking and defending skills in a game.

Outcome/composite
Children will use the skills that they have learnt to play invasion games.

Music
Children have followed the music scheme for 2 years.

INTENT
Use voices with continued accuracy and precision. Appreciate a wide range of music. Compose music considering pulse and rhythm.

Stop

- 1.I can learn to sing our class song Stop. Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
2. I can use musical instruments in my performance of our class song Stop. Children will build pulse rhythm and pitch using recorders.
3. I can improvise with pulse and rhythm. Children will learn to improvise and add an improvisation section to our performance of our class song Stop.
4. I can compose a musical section to add to our performance. Children will learn to improvise and add a class composition section to our performance of our class song Hey You.
- 5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills of improvising

Outcome/composite
Final performance.

Lean on me

- 1.I can learn to sing our class song Lean on me. Children will focus on their listen and appraise skills to develop rhythm, pulse and pitch .
2. I can use musical instruments in my performance of our class song Lean on me. Children will build pulse rhythm and pitch using recorders.
3. I can improvise with pulse and rhythm. Children will learn to improvise and add an improvisation section to our performance of our class song Lean on me.
4. I can compose a musical section to add to our performance. Children will learn to improvise and add a class composition section to our performance of our class song Lean on me.
- 5&6 I can practice and develop my skills to create a class performance. Children will spend these sessions developing their skills of improvising.

Outcome/composite
Final performance.

Art
Y1/2 –Children have looked at sculpture both realistic and abstract.

INTENT
Children will have opportunities to developing their sculpting using wire, foil and modroc

Sequence of lessons:

1. Artist study of Henry Moore and Alberto Giacometti Children look at his work evaluating his work.
- 2 and 3. Children practice and refine drawing body forms. They will use a variety of mediums, pencil, charcoal and pen.
4. Children make body forms based on their sketches and photo's of themselves using wire.
5. Children build up their wire forms with clay.
6. Paint their clay sculptures once they are dry.

Outcome/composite
Children will use the techniques that they have learnt over the sequence of lessons to sketch their own mythical creatures.

DT
Children have explored and used mechanisms such as flaps , sliders and levers. Gained experience of basi cutting joinining and finishing techniques with paper and card. .

INTENT
To successfully create a moving picture of a dragon

Sequence of lessons:

1. Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
2. Use annotated sketches and prototypes to develop, model and communicate ideas.
3. Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
- 4.5. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
6. Evaluate their own products and ideas against criteria and user needs, as they design and make.

Outcome/composite
Children make a moving picture.

PSHE
Jigsaw is based on a spiral curriculum. All puzzles are revisited year on year.

INTENT
To set goals and understand how to stay healthy.

Dreams & Goals

- 1) Hopes and dreams. Talk about hopes and dreams and feelings associated with them.
- 2) Broken dreams. Know that not all dreams come true and discuss the feeling of disappointment.
- 3) Overcoming disappointment. Know that reflecting on positives counteracts negative feelings and I can help myself and others to overcome disappointment.
- 4) Creating new dreams. Work out new plans and understand resilience and positive attitude.
- 5) Achieving goals. Set steps as a team and reflect on the feeling of working in a team.
- 6) We did it. Reflect on my and other people's contributions and know how to share success.

Healthy Me

- 1) My friends and me. Recognise how friendship groups are formed and discuss the feelings I have towards my friends.
- 2) Group dynamics. Understand there are those that lead and follow. Become aware of how different groups impact on me.
- 3) Smoking. Understand facts about smoking. Recognise negative feelings with peer pressure and how to resist it.
- 4) Alcohol. Understand facts about alcohol. Recognise negative feelings with peer pressure and how to resist it.
- 5) Healthy friendships. Recognise when people are putting me under pressure and identify feelings associated with it.
- 6) Celebrating inner strength and assertiveness. Know who I am and my sense of right and wrong. Know how to tap into inner strength and be assertive.

Outcome/composite
To create a display about staying healthy.

Celebrating our Cornish Heritage.

Exploring Cornish Myths and Legends.

