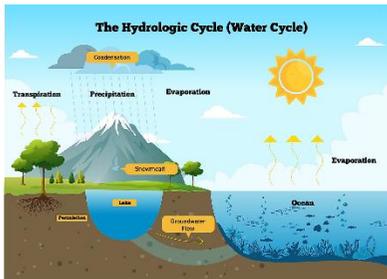|	Derry Hill C of E Primary School	Year 4: Term 2: Autumn 2025
National Curriculum Subject	**Key Vocabulary**	**Key Skills and Knowledge** / **Learning Intention and Implementation**

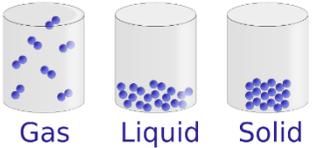| National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
Geography **The water Cycle** The Hydrologic Cycle (Water Cycle)	Water cycle Evaporation Condensation Precipitation Transpiration Groundwater flow Surface run-off Watershed Filtration system Sewage Flooding	**Key Skills:** To create, observe and measure models and simulations of the key aspects of the water cycle in the classroom. Use a map or atlas to name and locate key topographical features (including rivers). **Key Knowledge:** I can describe and understand key aspects of physical geography, including rivers and the water cycle. I can describe and understand the distribution of natural resources, including water.	**LI: To identify the key features of the water cycle.** **Lesson 1:** To introduce the water cycle and the key vocabulary that will be used this term. Describe the journey taken by a raindrop on the water cycle. **LI: To describe how clouds and rain are formed.** **Lesson 2:** Investigations to explore and demonstrate how clouds and rain are formed through group and whole class experiments. **LI: To understand the watershed.** **Lesson 3:** Creating models to represent how water is collected in the watershed and then moved through the water cycle. **LI: To explain how and why drinking water is cleaned.** **Lesson 4:** Set up filtration system and record observations. **LI: To explain the causes and effects of flooding.** **Lesson 5:** To learn the causes and effects of flooding, including a case

			study. Assess our classrooms flood defences. **LI: To name and locate the world's largest rivers.** **Lesson 6:** Discuss some of the major rivers from around the world then locate them using maps and atlas's.
Science – States of Matter Gas Liquid Solid	Melt Freeze Evaporate Condense Precipitation States of matter Solid Liquid Gas Water vapour	**Key Skills:** Identify and group materials based upon their state. Describe how some materials can change state – solid to liquid, liquid to solid and liquid to gas. Describe how materials change through heating and cooling. Explain and measure the temperature at which materials change state . **Key knowledge:** Particles in a solid are close together and cannot move. They can only vibrate. Particles in a liquid are close together but can move around each other easily. Particles in a gas are spread out and can move around very quickly in all directions.	**LI: Compare and group materials together, according to whether they are solids, liquids or gases** **LI: Explore gases** **L:I Compare condensation and evaporation** **L:I Observe that some materials change state when they are heated or cooled** **L:I Make it rain in the classroom**
Art – Joseph Turner	Evaluate Analyse Medium (singular) Media (plural) Tone Observational art	**Key skills:** Compare two different styles of printing and use these to inform own work, explaining choices. Create detailed images from a stimulus, using close observation Choose colours and use understanding of symmetry and correspondence, as well	**L:I Artist focus (JM Turner)** **L:I Use sponging to recreate Turner's effects** **L:I Use pencils and pastels to sketch a boat**

		as consideration of the properties of the materials being used, to create a full image using the transfer of a painted image. **Key knowledge:** A variety of materials can be used to create printing art and develop their use of these, experimenting with monoprints between two layers of paper. Different types of paper have different properties that will vary the effect of the paint (*plan and predict the effect of being pressed on the outcome)	**L:I Use a range of brushstrokes to create a sea effect** **L:I Use a range of skills to create a painting in the style of JM Turner** **L:I Design and apply skills to create my own painting in the style of JM Turner**
Computing – E-Safety and Internet Research Skills 	sharing personal information permission hackers strong password avatar internet browser key words search engine web address www ranking cross-checking lock icon fake news	**Key Skills:** I can search for information on the internet by using key words effectively. I understand how search results are ranked on an internet search engine, and can use different strategies to find information. I can reference information effectively. I can evaluate sources of information online by cross-checking with different websites. I can design an avatar using online software. **Key Knowledge:** I know when it is safe to interact with others on the internet and when not to. I can identify dangerous situations on the internet. I can create a strong password to use online. I know what an avatar is and why it is good to use them for online profiles.	**LI: I can identify top tips for staying safe online and using the internet for research.** Lesson 1: Play 'Band Runner' and answer key questions about staying safe online. Conduct an online research into creepy crawlies using research tips to help. Lesson 2: Play 'Mindful Mountains' to think about who you should share information with. Research information about things that have happened on your birth date. **LI: I can explain what makes a strong password and why this is important. I can reference websites accurately.** Lesson 3: Play 'Tower of Information' to discover how to make a strong password and share key features.

			Find a range of information online and save information about the website where you found it. **LI: I can create an avatar and explain why these are used.** Lesson 4: Understand how avatars can help keep personal details safe online. Create our own avatars using online resources. **LI: I can use different websites to find information about the weather and evaluate which I prefer.** Lesson 5: Research the weather forecast from 4 different websites and explain which was easiest to use and why. **LI: I can check 'fake news' by cross-checking with reliable websites.** Lesson 6: Research 5 news stories to decide if you think they are true or false.
Music **Describing water in music.** **Die Moldau** Bedřich Smetana	beat-box body percussion timbre layers ostinatos Smetana structure tempo (speed) dynamics (loud / soft) orchestra: wind / strings / brass / percussion	**Key Skills:** I can improvise in a group using body percussion and beat-box vocal sounds to create the effect of water. I can identify tempo and dynamic changes during pieces of music and use these in my own composition. I can recognise and use repeated motifs (ostinatos) in music to create a full texture. I can compose a piece of music that matches the structure of a river flowing and has at least 4 layers of sound.	**LI: I can recognise how vocal and body percussion sounds can be used to describe water and improvise using these.** Lesson 1: Listen to a choir describing a rainforest. Work in groups to create our own water soundscapes. **LI: I can use musical vocabulary to describe how the different stages of a river are depicted in Smetana's 'Moldau'.**

		I can suggest improvements to my own music and that of my peers. I can sing a song about the water cycle, keeping the complex rhythms and lyrics in time with the backing track and other singers. **Key Knowledge:** I can use musical vocabulary to describe how different instruments / sounds create a sound picture of water in different pieces of music. I can identify key facts about the composer, Smetana and explain why it was important for him to represent his countryside in his music.	Lesson 2: Describe how the orchestra in Smetana's 'Moldau' describes each section of the river. **LI: I can explain what an ostinato is and create music using these.** Lesson 3: Learn and combine simple ostinatos to create effects of the river. Recognise and use rhythmic notation. Lesson 4: Compose pieces using ostinatos to represent different sections of the river. **LI: I can learn and sing a song about the Water Cycle using complex lyrics and rhythms.** Lesson 5: Learn and perform the 'Water Cycle' song.
PSHE			**Reactions - Frustration** **Self-Worth – I'm a Marvel!** **Persistence and Resilience – Don't Give Up** **Negative Persistence – Over and Over** **Feelings - Overreacting**
RE 	Dwelling Faith Promise Salvation army Sacrifice Covenant Obedience		**BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:** **Make clear links between the story of Noah and the idea of covenant.** **Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.**

			Make links between the story of Noah and how we live in school and the wider world.