

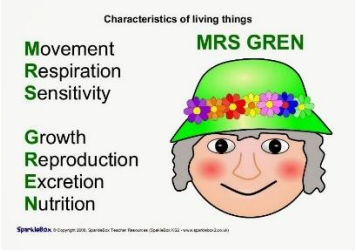





Derry Hill C of E Primary School

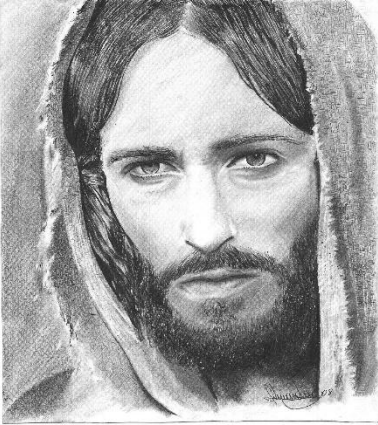
Year 4: Term 4: Spring 2026

National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p>Geography</p> <p>Land use and settlements</p> 	<p>Settlement Shelter Defence Fuel Village Town City Agriculture Retail Residential Business Industrial Leisure Key OS symbols</p>	<p>Key Skills: Use a few geographical resources to give descriptions and opinions of the characteristics of a location Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p> <p>Key Knowledge: Can I identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? Am I beginning to understand and explain how countries and geographical regions are interconnected and interdependent?</p>	<ol style="list-style-type: none"> 1 Define what human and physical features are in the UK and locally 2 Explore what a settlement is 3 Investigate the characteristics of early settlements 4 Compare features of different settlements 5 Investigate how one settlement has changed from AD750 to present day? 6 Investigate which factors affect how land is used in urban areas
<p>Art</p> <p>Andy Goldsworthy</p> 	<p>Reflections Sculpture Natural materials</p>	<p>Key Skills: To create sketch books to record their observation and use them to review and revisit ideas. Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others work. What might they change? Adapt work accordingly. Use a sketchbook to record observations and other visual information from different sources.</p> <p>Key Knowledge:</p>	<p>L:I: To know that Andy Goldsworthy is one of the most well-known and admired Land artists.</p> <p>L:I: To know that land art is sculpture made up of natural materials from the Earth.</p> <p>L:I: To know that a splash of colour can be added to natural objects.</p> <p>L:I: To know that sculpture can contain different visual elements.</p> <p>L:I: To know that natural sculpture can interact with their surrounding environment.</p>

		<p>Show an awareness of objects have a third dimension Shape, form, model and construct malleable and rigid materials</p>	<p>L:I: To know that evaluation and feedback enables the artist to reflect and improve a piece of artwork.</p>
<p>Science</p> <p>Living things and their habitats</p> 	<p>Classification Environment Habitat Human impact Species Life process Seasonal change Migration Hibernation</p>	<p>Key Skills: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Key Knowledge: 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</p>	<p>Lesson 1: To understand the characteristics of a living thing Lesson 2: To identify, describe and classify a variety of common animals Lesson 3: To identify a variety of habitats in our local area Lesson 4: To understand and correctly use classification keys. Lesson 5: To explore how humans' impact on animal habitats and the environment. Lesson 6: Use a classification key to sort and group animals</p>
<p>Music</p> <p>Composing Film Music: Natural Occurrences</p> 	<p>Sections of the orchestra: wind, brass, percussion, strings timbre pentatonic scale melody harmony rhythmic variation loop inversion layers of sound letter notation graphic score</p>	<p>Key Skills: I can select and layer instruments to create a coherent piece of film music as a class, following a given structure and using the pentatonic scale. I can adapt a simple melody using rhythmic variation, inversion and looping. I can use a range of letter name, graphic and rhythmic notation to record my musical ideas. I can suggest improvements to my work and others using musical vocabulary. I can play a simple melody part on a glockenspiel with accuracy.</p>	<p>Ll: To compare three pieces of film music and discuss how they describe events. Lesson 1: Check that we know the instruments and sections of an orchestra. Listen to 3 pieces of film music and say what natural event they describe. Compare them. Ll: To know what a pentatonic scale is and use it to play and adapt a melody. Lesson 2: Learn the notes of the pentatonic scale and play them in a melody on the glockenspiels. Discover how we can adapt a melody through different variations and experiment with this. Ll: To explain the purpose of music in film and start to compose music for the beginning of a volcano film.</p>

		<p><i>I can perform with others successfully, showing awareness of my role in the group performance.</i></p> <p>Key Knowledge: I can recall and recognise different instruments in the orchestra. I can compare common features between three different pieces of film music and discuss how they fulfil their purpose. I can recognise, name and explain the effect of different aspects of film music, such as timbre, rhythm and dynamics.</p>	<p>Lesson 3: Watch a film clip with 3 different music scores and discuss the difference this makes. Play our basic melody and work in groups to compose the opening sections of our film music.</p> <p>LI: To compose music for a short film of a volcano eruption.</p> <p>Lesson 4: Continue working in groups to create the next 3 sections of our film and notate them simply using letter or graphic notation.</p> <p>LI: To prepare for a performance in front of the school.</p> <p>Lesson 5: Discuss what makes a good performance and rehearse ready for the Music Performance afternoon in school.</p> <p>LI: To complete and refine our volcano film score and discuss what worked and what could be improved.</p> <p>Lesson 6: Be able to play the film scores in time with the music and give feedback on them.</p>
<p>Computing</p> <p>Programming with Scratch</p> 	<p>coding input keyboard input touchscreen input output sprite interact sequence selection debug algorithm variables sensing repetition duplication</p>	<p>Key Skills: I can program inputs with loops, selection and sensing for interactions. I can work with variables and various forms of input and output, using both iPad and desktop computer. I debug programs that accomplish goals. (correcting errors) I can use selection, data variables and operators. I can program a virtual robot using Scratch blocks.</p> <p>Key Knowledge:</p>	<p>LI: To program a racing car game in Scratch, using keyboard inputs, loops, selection and sensing.</p> <p>Lesson 1: To follow a series of instructions to create a racing track background and program a sprite to move using arrows on the keyboard. You will also learn how to make the sprite interact with objects on the screen.</p> <p>LI: To program a running race game in Scratch using touchscreen inputs, loops, selections and sensing.</p> <p>Lesson 2: To recap previous learning about basic Scratch programming and apply this to touchscreen methods. You will follow similar steps to last week to create a running race game on the iPads.</p> <p>LI: To debug programs in Scratch.</p> <p>Lesson 3: You will explore three different challenges where errors have been made in simple Scratch programs. You</p>

		<p>I know that sprites can be controlled in different ways using keyboard or touch screen inputs.</p> <p>I can program sprites to sense other sprites or colours then make decisions. (Eg, a car sprite could win the game if it touches a blue finish line or go back to start if it touches the green off the track.)</p> <p>I know how to program variables, including data variable that can used to add a scoring system</p>	<p>will find the errors and correct them to make the programs run correctly.</p> <p>LI: To understand and use selection, data variables and operators in Scratch.</p> <p>Lesson 4: To create a simple Maths quiz in Scratch where the program identifies if the user has the answers correct or not.</p> <p>LI: To use our knowledge about Scratch to create a quiz about the Romans.</p> <p>Lesson 5: You will revisit the skills that you learnt last week and create an interactive quiz about the Romans. You will try out each other's quizzes and give constructive feedback.</p> <p>LI: To use our knowledge of Scratch to program a virtual robot.</p> <p>Lesson 6: You will use the skills that you have learnt in Scratch to program a robot on the VRVex website to complete a challenge and knock over the castles.</p>
<p style="text-align: center;">PE Drumba</p> 	<p>Exercising Warm up Heart rate Cardio Strength Power Speed Technique Rebound Flam Tap Double Paradiddle</p>	<p>Key Skills: PHYSICAL - Power and strength SOCIAL - Teamwork, feedback, awareness of intense exercise COGNITIVE - Determination, roles and contribution PERSONAL - Improved performance, feeling of accomplishment</p> <p>Key Knowledge: Identify and demonstrate different aspects of exercising and develop knowledge of warming-up and advance drumming technique (speed and power) Develop knowledge of strength and power in physical activity and drumming and how</p>	<p>LESSON 1 TYPES OF EXERCISE, INTERMEDIATE RUDIMENT SKILLS AND TECHNIQUE LESSON 2 STRENGTH AND PLAYING WITH POWER LESSON 3 CARDIO AND RESILIENCE Demonstrate and LESSON 4 SEQUENCING AND NOTE VALUES (MUSIC THEORY) LESSON 5 PERSONAL PERFORMANCE, SELF ASSESSMENT LESSON 6 SUSTAINED PARTICIPATION</p>

		<p>we might benefit from strength exercises (plyometrics)</p> <p>Demonstrate and recognise the importance of resilience particularly in relation to performing cardio exercises</p> <p>Showcase various timings and rhythms in both the composition and execution of a sequence, ensuring it is played in a synchronised manner with fluidity.</p> <p>Awareness of an individual participants role and how everyone’s contributions impact the whole group performance</p> <p>Play and perform a 30 - minute routine displaying determination and identify changes physically and mentally</p>	
<p style="text-align: center;">RE</p> <p style="text-align: center;">What kind of world did Jesus want?</p> 	<p>Gospel, Bible, New Testament Chapter, Verse Parable Hypocrisy, sin Forgiveness Social justice/ action/ teachings Relationship</p>	<p>Key Skills:</p> <p>I can make links between beliefs and sources, including religious stories and sacred texts</p> <p>I can recognise similarities and differences, and make links, between beliefs and sources</p> <p>Key Knowledge:</p> <p>Identify what a ‘Gospel’ is (good news) and how is taught us something about Jesus’ life and our own lives.</p> <p>Children will be able to make links between the calling of the first disciples and how Christians today follow Jesus.</p> <p>Offer suggestions related to Jesus actions and what they might mean for Christians today.</p>	<ol style="list-style-type: none"> 1. A way in... what makes you stop and think the most? Why? 2. Christian Aid – a Global Good Neighbour? 3. And who is your neighbour? 4. What kind of world do Christians want? 5. Other religions have stories with a sting in their tail too!

Spanish



una regla
una goma
una botella de agua
un lápiz
un bolígrafo
un cuaderno
un estuche
tengo
no tengo
¿Tienes...?
¿Qué tienes...?
en mi mochila
y
pero

Key Skills:

Listening and responding to single words and short phrases.

Recognising some familiar Spanish words in written form.

Using visual clues to make predictions about the meaning of unfamiliar vocabulary.

Key Knowledge:

Asking and/or answering simple questions.

Forming simple statements with information including the negative.

Practising speaking with a partner.

Using short phrases to give information.

Listening and repeating key phonemes with care.

Recognising that sounds and spelling patterns can be different from English.

Building confidence by repeating short phrases with increasing accuracy.

Experimenting with simple writing, copying with accuracy.

Lesson 1: Follow the instructions To recognise and respond to spoken classroom instructions.

Lesson 2: Un or una? To name school bag objects and identify if they are masculine or feminine nouns

Lesson 3: What classroom items do you have? To identify how a noun phrase changes in the plural form when describing classroom items.

Lesson 4: I do not have... To construct a phrase using the negative form, no tengo – I do not have

Lesson 5: What is in your school bag? To read and interpret sentences featuring the conjunctions y and pero.

Lesson 6: En mi mochila To compose a piece of writing describing what is in a school bag.