

<b><u>Year group: 4</u></b>	<b><u>Term: 3/4</u></b>		<b><u>Enquiry Question: How did life change from the middle ages to the Tudor Period?</u></b>
	<b>Essential knowledge:</b>	<b>Essential vocabulary</b>	<b>Skills:</b>
Creative development	<p><b><u>Art</u></b></p> <p><u>Artists – Tudor Portraits including Hans Holbein</u></p> <ul style="list-style-type: none"> <li>– Know and understand about great artists, architects and designers in history</li> <li>– Know about the importance of symbolism in some paintings in history</li> <li>– Know about the relevance of paintings of Henry VIII from history</li> <li>– Know how to create portraits using drawing and painting.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Spring - Glockenspiel Stage 2</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>– To know and be able to talk about the instruments used in class (a glockenspiel or recorder).</li> <li>– To know and be able to talk about other instruments they might play or</li> </ul>	<p>Symbolism Portraits Sketching Cross hatch</p> <p><u>Spring 1 - Glockenspiel Stage 2</u></p> <p>Rhythm patterns Compose Melody Pulse Rhythm Pitch Tempo</p>	<p><b><u>Art</u></b></p> <p><u>Artists – Tudor Portraits including Hans Holbein</u></p> <ul style="list-style-type: none"> <li>– Continue to explore the roles and purpose of artists, craftspeople and designers working in different times and cultures</li> <li>– Alter and refine drawings and describe changes using art vocabulary</li> <li>– Collect images and information independently in a sketchbook</li> <li>– Use research to inspire drawings from memory and imagination</li> <li>– Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Spring - Glockenspiel Stage 2</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>– To treat instruments carefully and with respect.</li> <li>– To play differentiated parts on a tuned instrument from memory or using notation.</li> <li>– To rehearse and perform their part within the context of the Unit song.</li> </ul>

	<p>are played in a band or orchestra or by their friends.</p> <p><u>Improvising</u></p> <ul style="list-style-type: none"><li>- To know that improvisation is making up your own tunes on the spot</li><li>- To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li><li>- To know that using one or two notes confidently is better than using five</li><li>- To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>- To know that you can use riffs you have heard in other songs.</li></ul> <p><u>Composing</u></p> <ul style="list-style-type: none"><li>- To know that a composition is music created by you and kept in some way.</li><li>- To know that it can be played or performed again to your friends.</li><li>- To know different ways of recording compositions (letter names, symbols, audio etc.)</li></ul>	<p>Dynamics Texture Structure</p>	<ul style="list-style-type: none"><li>- To listen to and follow musical instructions from a leader.</li><li>- To experience leading the playing by making sure everyone plays in the playing section of the song</li></ul> <p><u>Improvising</u></p> <ul style="list-style-type: none"><li>- To improvise using instruments in the context of a song</li><li>- To listen and play your own answer using two different notes.</li><li>- To improvise using up to three different notes.</li></ul> <p><u>Composing</u></p> <ul style="list-style-type: none"><li>- To help create at least one simple melody up to five different notes.</li><li>- To plan and create a section of music that can be performed within the context of the unit song.</li><li>- To talk about how it was created.</li><li>- To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li><li>- To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li></ul>
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<p>Knowledge &amp; understanding of the world</p>	<p><b><u>History/Geography</u></b></p> <p><b><u>How did life change from the middle ages to the Tudor Period?</u></b></p> <ul style="list-style-type: none"> <li>- The relevance of the Black Plague, how it came about and the impact it had upon those within England.</li> <li>- Children should be taught how the treatment of disease differed and that in the build up to the spread of the plague, there were many contributing factors e.g. famine in countryside, merchants travelling throughout Silk Road and throughout Europe and the unhygienic, close-quarter conditions of the city.</li> <li>- The contributing factors to the Battle of Bosworth and how England and it's upper Feudal classes were divided. This in turn can be linked back to the succession and linked to the 100-year-war.</li> <li>- Children to investigate the reasons for the reformation and how this has impacted our modern lives socially e.g. divorce, and with regards to the splitting of our faith e.g. Catholicism and Protestantism.</li> <li>- Children must compare Henry to his</li> </ul>	<p>Black Plague Disease Famine Unhygienic Battle of Bosworth England Feudal Succession 100-year-war Reformation Divorce Catholicism Protestantism Patriarchal Society</p>	<p><b><u>History/Geography</u></b></p> <p><b><u>How did life change from the middle ages to the Tudor Period?</u></b></p> <ul style="list-style-type: none"> <li>- Children can place the time period within a chronological framework with the other time periods that they have previously studied identifying some similarities and differences between them.</li> <li>- Children explore differing reasons for a historical event happening (acting as a historical investigator) and can give examples of the consequences were – Black Plague and War of Roses.</li> <li>- Link to ART – Children analyse evidence from a period of history answering questions about its reliability (e.g. I understand the difference between ‘fact’ and ‘opinion’); and understand that there is more than one interpretation.</li> <li>- Children ask some relevant historical questions regarding the historical period being studied. These questions are based on an understanding of the relative position in time – Black Plague ‘Why do you think you are feeling this way? Can you describe your ailments?’</li> <li>- Children explain the impact of Henry VIII and Elizabeth on our way of life today. I can identify a few ways in which the studied historical civilization has impacted on modern life today – Religion and relationship with Scotland.</li> <li>- Children can identify what has changed and what has stayed the same comparing the present day with the</li> </ul>
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Spring



	<p>daughter Elizabeth. Children must look closely at why his son, who was much younger, was crowned before Elizabeth. In addition to this, Elizabeth must look at her father's relationships and the power he has had over his wives and how eventually, the patriarchal society would have stripped her of her power if she had married. This should be linked into Elizabeth's choice not to have children and the legacy this has left.</p> <p><b><u>RE</u></b></p> <p><u>Key Question: What makes a hero?</u></p> <ul style="list-style-type: none"><li>- Know and describe the effect of life-changing events on the commitment of significant people of faith</li><li>- Know and describe the teachings of significant religious people, identifying some similarities and differences</li></ul>	<p>Beliefs Practices Heroes Saints Commitment Faith Significant Society Religious teachings</p>	<p>period I am studying: cultural, military, political, religious and social historical changes as result of the period and history being studied (as appropriate).</p> <p><b><u>RE</u></b></p> <p><u>Key Question: What makes a hero?</u></p> <ul style="list-style-type: none"><li>- Share ideas as to how the lives of significant people of faith have affected the lives of others</li><li>- Reflect on the teachings of significant religious people and how these teachings impact on society</li></ul>
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	<p><b><u>French</u></b></p> <p><u>Going shopping / Where in the world?</u></p> <ul style="list-style-type: none"> <li>- Know how identify and use letter sounds in French and use these to help me read new words</li> <li>- Know how to speak and say short sentences about pastimes and food</li> <li>- Know how to engage in conversation by asking and answering questions about the home and your opinions about food</li> <li>- Know how to write phrases and sentences broadening vocabulary.</li> </ul>	<p>Où puis-je acheter?          J'aime beaucoup          Le marche          La boulangerie          La boucherie          L'Angleterre          Le Royaume-Uni          L'Europe          Nord          sud</p>	<p><b><u>French</u></b></p> <p><u>Going shopping / Where in the world?</u></p> <ul style="list-style-type: none"> <li>- Identify and use letter sounds to help me understand new words</li> <li>- Speak/ say phrases and short sentences about pastimes or food</li> <li>- Use sound patterns I have been learning to help me read new words</li> <li>- Engage in conversations by asking and answering questions, such as name, age, where I live and express opinions</li> <li>- Broaden and develop their vocabulary to understand new words</li> <li>- Write phrases and create new sentences to express ideas.</li> </ul>
<p>SMSC</p>	<p><b><u>Dreams and Goals</u></b></p> <p>In this topic, children can tell others about some of my hopes and dreams, understand and recognise the feeling of hopes, dreams and disappointment and plan goals.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> <li>- Verbalise some of their hopes and dreams</li> <li>- Understand that sometimes hope and dreams do not come true and that this can hurt</li> <li>- Know how disappointment feels and can identify when I have felt that way</li> <li>- Reflect on positive and happy</li> </ul>	<p>Dream Hope          Goal Feeling          Determination          Perseverance          Disappointment          Fears Hurt          Plans Cope          Help Resilience          Self-belief          Motivation</p>	<p><b><u>Dreams and Goals</u></b></p> <p>Children must:</p> <ul style="list-style-type: none"> <li>- Understand and recognise the feeling of hopes, dreams and disappointment and help others to cope with their feelings</li> <li>- Reflect on positive and happy experiences</li> <li>- Share the success of a group</li> </ul>

	<p>experiences to counteract disappointment</p> <ul style="list-style-type: none"> <li>- Know how to cope with disappointment and how to help others cope with theirs</li> <li>- Know how to make a new plan and set new goals even if I have been disappointed</li> <li>- Know what it means to be resilient and to have a positive attitude</li> <li>- Know how to work out the steps needed to achieve a goal and do this successfully as part of a group</li> <li>- Enjoy being part of a group challenge</li> </ul>		
	<p><b><u>Healthy Bodies</u></b></p> <p>In this topic, children can tell others about some of my hopes and dreams, understand and recognise the feeling of hopes, dreams and disappointment and plan goals.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> <li>- Recognise how different friendship groups are formed, how they fit into them and the friends</li> <li>- Be aware of how different people and groups impact on me and can recognise the people I most want to be friends with</li> <li>- Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</li> <li>- Relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and</li> </ul>	<p>Friendship Emotions Healthy Relationships Friendship groups Value Embarrassed Roles Leader Follower Assertive Agree/disagree Pressure Peers Guilt Advice Smoking Alcohol Liver</p>	<p><b><u>Healthy Bodies</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>- Recognise friendship groups and when pressure is being applied</li> <li>- Tap into their inner strength and can, consequently, be assertive</li> <li>- Explain ways to resist pressure when I want to</li> <li>- Identify feelings of anxiety and fear associated with peer pressure</li> </ul>

	<p>others</p> <ul style="list-style-type: none"> <li>– Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</li> <li>– Relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</li> <li>– Recognise when people are putting me under pressure and can explain ways to resist</li> </ul>	<p>Diseased Pressure Anxiety Fear Believe Opinion Assertive Right Wrong</p>	
<p>Scientific &amp; technological understanding</p>	<p><b>Science</b></p> <p><u>Sound</u></p> <ul style="list-style-type: none"> <li>– Children should investigate how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air; how sounds are made when objects and materials vibrate; whether sounds can travel through different materials; explore the relationship between distance and volume; investigate which materials are effective in preventing vibrations from sound sources reaching the ear; how sounds can be different pitches and volumes and how the length, thickness and tightness of a string affects its pitch.</li> </ul>	<p>Vibration Sound Wave Amplitude Pitch Ear Particles Sound Proof Absorb Sound Vacuum Ear Drum</p>	<p><b>Science</b></p> <p><u>Sound</u></p> <p>We must tie these into the knowledge:</p> <ul style="list-style-type: none"> <li>– Ask relevant questions and use different types of scientific enquiry to answer them</li> <li>– Set up simple practical enquiries, comparative and fair tests</li> <li>– Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>– Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, tables</li> <li>– Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>– Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>– Identify differences, similarities or changes related to simple scientific ideas and processes</li> </ul>



	<p><b><u>Computing</u></b></p> <p><u>Writing for Different Audiences (+word processing skills) (Unit 4.4)</u></p> <ul style="list-style-type: none"> <li>- To understand how font size and style can affect the impact of a text</li> <li>- To know how to write for a community campaign</li> </ul> <p><u>Hardware Investigators (Unit 4.8)</u></p> <ul style="list-style-type: none"> <li>- To understand the different parts that make up a computer</li> <li>- To recall the different parts that make up a computer</li> <li>- To name the different parts of a desktop computer</li> <li>- To know what the function of the different parts of the computer.</li> </ul> <p><b><u>Design Technology</u></b></p> <p><u>Design a Healthy Banquet</u></p> <p>Design:</p> <ul style="list-style-type: none"> <li>- Recap knowledge on what healthy eating is and a balanced diet</li> <li>- Know the importance of annotated sketches and what appropriate information to include</li> <li>- Know about a range of fresh and processed ingredients appropriate for</li> </ul>	<p>Format Purpose Assess Suitability Audience Campaign Function Desktop</p> <p>Appearance Texture Sensory Evaluation Preference Test Strawberry Huller Processed Food Hygienic Taste</p>	<p><b><u>Computing</u></b></p> <p><u>Writing for Different Audiences (+word processing skills) (Unit 4.4)</u></p> <ul style="list-style-type: none"> <li>- Format text to make a piece of writing fit for a purpose</li> <li>- Interpret a variety of incoming communications and use these to build detail</li> <li>- Assess a text using criteria to judge the suitability of an intended audience</li> </ul> <p><u>Hardware Investigators (Unit 4.8)</u></p> <ul style="list-style-type: none"> <li>- Create a leaflet to show the function of computer parts.</li> </ul> <p><b><u>Design Technology</u></b></p> <p><u>Design a Healthy Banquet</u></p> <p>Design:</p> <ul style="list-style-type: none"> <li>- Generate and clarify ideas through discussion to develop design criteria including appearance, taste, r u texture and aroma for an appealing product for a particular user and purpose</li> <li>- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas</li> </ul>
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	<p>their product and whether they are grown, reared or caught.</p> <p>Make:</p> <ul style="list-style-type: none"> <li>- Know how to plan the main stages of a recipe, listing ingredients, utensils and equipment</li> <li>- Know how to use the equipment safely and hygienically</li> <li>- Know how to use appropriate equipment and utensils to prepare and combine food</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>- Know what a sensory evaluation is</li> <li>- Understand how to record evaluations using tables and simple graphs.</li> </ul>		<p>Make:</p> <ul style="list-style-type: none"> <li>- Plan the main stages of a recipe, listing ingredients, utensils and equipment</li> <li>- Select and use appropriate utensils and equipment to prepare and combine ingredients</li> <li>- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>- Carry out sensory evaluations of a variety of ingredients products.</li> <li>- Record the evaluations using e.g. tables and simple graphs</li> </ul>
<p>Physical development</p>	<p><b><u>Physical Development</u></b></p> <p><u>Gym Sequences (Unit 4.3)</u></p> <ul style="list-style-type: none"> <li>- Identify and practise body shapes</li> <li>- Identify and practise symmetrical and asymmetrical body shapes</li> <li>- Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence</li> </ul>	<p><u>Gym Sequences (Unit 4.3)</u></p> <p>Asymmetry Balance Canon Pike Straddle Symmetry Techniques Tuck</p>	<p><b><u>Physical Development</u></b></p> <p><u>Gym Sequences (Unit 4.3)</u></p> <ul style="list-style-type: none"> <li>- Use and refine the following skills: flexibility, strength, balance, power and mental focus</li> <li>- Use linking moves to maintain the fluency of a sequence</li> <li>- Adapt a sequence</li> <li>- Perform gymnastic moves using a piece of equipment</li> <li>- Use counterbalances and incorporate them into a sequence of movements</li> <li>- Add interest to a sequence by varying movement or balance</li> <li>- Perform movements in canon in unison</li> </ul>

**Spring**



	<p><u>Step to the Beat (Unit 4.3)</u></p> <ul style="list-style-type: none"> <li>- Understand the importance of a warm-up</li> <li>- Learn the basic step moves, practise and perfect them</li> </ul>	<p>Unison</p> <p><u>Step to the Beat (Unit 4.3)</u></p> <p>Cross step Heart rate Knee crunch Side-step Rhythm</p>	<ul style="list-style-type: none"> <li>- Use own and others' body weight to balance</li> </ul> <p><u>Step to the Beat (Unit 4.3)</u></p> <ul style="list-style-type: none"> <li>- Improve fitness, particularly strength and stamina</li> <li>- Perform step moves in time to the music with coordination</li> <li>- Develop coordination and balance</li> <li>- Practise and apply a sequence of step moves to the beat of the music</li> <li>- Create and perform a sequence of step moves</li> </ul>
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<b><u>Guided Reading and Other Linked Texts:</u></b>	<b><u>Previous Learning Links:</u></b>	<b><u>Adaptations for SEND:</u></b>	<b><u>Key Questions:</u></b>
Bills New Frock	Current monarchy Key vocabulary (BC and AD) Understanding of chronology in History	Using artefacts to generate discussion Visual stimulus. Building a picture of their life now – comparing to a Victorian child Linking different time periods Enactment of the Victorian school day Improving a bridge – making it stronger Noticing changes in their own bodies and tracking this.	What was school like? How and why did housing differ in the Victorian period? How did life change for children during the Victorian era? Why was Dr Barnados an important individual?