


<p>Topic Name – Benin Disposition Developing Compassion: Being Regardful of Suffering</p> 	<p>Year Group - Year 4 Summer 2 Topic Purpose Question: How can our understanding of Benin in the past support our understanding of Benin today when exploring inequality, prejudice and conflict?</p>	<p>Curriculum Coverage: History Topic Purpose: to study a non-European society so that the pupils can contrast and compare with British history. The pupils should use all the skills learnt during their primary experience to answer significant questions about change, cause, similarity and difference.</p>	<p>Class Novel: Framed Purpose- Reading a novel by a modern day author, which will extend and broaden vocabulary around the topic as well as embracing the genre of crime.</p>
<p>Links to previous topics. Year 2 Explorers Year 4 Anglo-saxons Year 4 Vikings</p> <p>Links to future topics. Year 5 Ancient Civilisations Year 6 Black and British</p>	<p>Science Sound</p> <p>Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how pitch and volume of sounds can be changed in a variety of ways.</p> <p>Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs for a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</p> <p>Identify how sounds are made, associating some of them with something vibrating. Activity: Making Vibrations: Create visible vibrations using different techniques: a drum skin on which rice grains are scattered; an elastic band plucked over an empty tub; the tip of a vibrating tuning fork placed in water; a ruler clamped to a table and tapped at one end. Talk about the sounds made using imaginative vocabulary. Describe what is creating the sound and what happens as the vibrations occur. Purpose Question: Are all sounds made by vibrations? Can you prove it?</p> <p>Recognise that vibrations from sounds travel through a medium to the ear. Activity: The Human Ear: Use models and diagrams find out and understand how the human ear works. Draw diagrams to explain how the different parts work, labelling them correctly with scientific terms, such as eardrum (tympanic membrane), ear canal, pinna, cochlea, outer ear and ossicles. Talk about how sound (vibrations) travels through different parts of the ear. Purpose Question: How does the human ear work so that humans can hear sounds?</p> <p>Find patterns between the pitch of sounds and features of the object producing them. Activity: Exploring Pitch: Listen to a range of different sounds and define whether each is high or low. Compare the pitch of sounds, describing them as higher or lower than others. Use elastic bands of different lengths and thicknesses to explore pitch, explaining the relationship between the length, thickness and tightness of the band to the pitch of the sound it generates. Explore their findings using comparative sentences such as the longer the band, the lower the pitch.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it. Activity: Investigate the volume of a range of sounds, measuring the decibels with a sound meter. Record decibel levels of each sound and plot on a graph, table or chart. Try measuring the sounds made by traffic from a nearby road, a pneumatic drill, a vacuum cleaner, a watch ticking, children shouting, leaves rustling and the school dinner hall.</p> <p>Recognise that sounds get fainter as the distance from the sound sources increases. Activity: Testing our hearing: Walk in a straight line away from music being played at a known volume and stop when they can no longer hear the music. Then measure the distance travelled. Look for patterns between the volume and the distance travelled. Can a sound that is twice as loud be heard at twice the distance? Do all class members have the same hearing ability? Purpose Question: Was there a big difference between the adults’ and children’s results? Why do you think there is a difference?</p> <p>Key Vocabulary: vibrating, vibrations, sound, travel, pitch, volume, fainter, source</p>		<p>RE Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity</p> <p>Disposition: cultivating inclusion, identity and belonging</p> <p>Key Vocabulary: Sacraments, Communion, Eucharist, Saints</p>
<p>History</p> <p>A non-European society that provides contrasts with British History.</p> <ol style="list-style-type: none"> Why do we learn about Benin in school? What sort of place was Benin 1,000 years ago and how do we know? What can we tell about Benin society from the images and artefacts that have survived? What changes took place when the European settlers started trading? <p>Similarities and Differences: Independently showing an understanding that not everyone in the past lived in the same way (differences in society). Confidently explain the similarities and differences in beliefs, attitudes and life of the people in the period of history being covered.</p> <p>Cause and Consequence: Can confidently see that events have more than one cause and can list these causes.</p> <p>Enquiry: Children start to think of reasons why a source might be reliable/unreliable.</p> <p>Key Vocabulary: Historical argument, societies, bronzes, loot, Oba Palace</p>			<p>Spanish</p> <p>Planning to be found on Language Angels</p> <p>Unit: In the classroom</p> <p>PSHE Changing Me Unique Me Circles of Change Accepting Change</p> <p>Music Taught during PPA by Junior Jam Song writing with Glockenspiels. Level 2</p> <p>Oracy</p> <div data-bbox="2151 997 2864 1312"> <p>Physical</p> <ul style="list-style-type: none"> Voice <ul style="list-style-type: none"> Pace of speech Tonal variation Clarity of pronunciation Voice projection Body language <ul style="list-style-type: none"> Gesture & posture Facial expression & eye contact <p>Linguistic</p> <ul style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> Appropriate vocabulary choice Language <ul style="list-style-type: none"> Register Grammar Rhetorical techniques <ul style="list-style-type: none"> Rhetorical techniques such as metaphor, humour, irony & mimicry </div>
<p>Design Technology Making a Pavilion - Structure Structure – Creating a range of different shaped frame structures. Selecting appropriate materials to build a strong structure and cladding. Reinforcing corners to strengthen a structure. Learning to create different textural effects with materials.</p> <p>Design: Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. Building frame structures designed to support weigh.</p> <p>Make: Creating a range of different shaped frame structures. Making a variety of free standing frame structures of different shapes and sizes. Selecting appropriate materials to build a strong structure and cladding. Reinforcing corners to strengthen a structure. Creating a design in accordance with a plan. Learning to create different textural effects with materials.</p> <p>Evaluate: Evaluating structures made by the class. Describing what characteristics of a design and construction made it the most effective. Considering effective and ineffective designs.</p> <p>Key Vocabulary: Aesthetic, cladding, design criteria evaluation, frame structure function, pavilion, reinforce, stable, structure, target audience</p>	<p>PE Swimming Children will be taught by experienced qualified Swimming Instructors. The children dependent on their experience and skill will be taught in a group with peers of the same ability and confidence.</p> <p>Cricket led by the sports coach To hit the ball in different directions. To anticipate when to run to score singles. To intercept a moving ball with one hand. To bowl overarm. The pull shot and attempting it in a game. To field a bouncing ball effectively. Key Vocabulary: zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.</p> <p>OAA (Class who are not attending swimming) To recognise and move using cardinal compass points To name and recognise the intercardinal points of the compass To name and recognise the cardinal points of the compass. To complete an orienteering task quickly but calmly To work with a partner to use a map to follow a route To recognise and recall common map symbols from a key. Key Vocabulary: challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success</p>	<p>Computing Programming B - Repetition in games</p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>To list an everyday task as a set of instructions including repetition. To plan a program that includes appropriate loops to produce a given outcome. To create two or more sequences that run at the same time.</p> <p>Key Vocabulary: Scratch, programming, sprite, blocks, code, loop, repeat, value, repetition, infinite loop, count-controlled loop, animate, costume, event block, duplicate, modify, algorithm, debug, refine, evaluate</p> 