

Year 4 English - Spring 1

Prior knowledge:

- inferring a character's thoughts, feelings and motives whilst justifying this with evidence
- structure of a diary entry (writing in the past tense, first person_
- structure of a narrative
- describing settings and atmospheres.

Golden thread of Learning:

Children will develop the skill of blending the sounds into words for reading. This will be supported by practice in reading books, hearing and sharing a wide range of high quality books. This will also allow for them to develop a love of reading and broaden their vocabulary. Through this journey, children will be able to retell stories that they read and comment on how the main character is feeling.

Compositional knowledge (core):

- to use the appropriate structure for different text types
- to consistently organise paragraphs around a theme
- to maintain accurate tense
- inferring a character's thoughts, feelings and motives and justifying this with evidence
- understand how to use language features to write informally

Transcriptional skills:

- to use fronted adverbials to create cohesion
- to use a full range of punctuation e.g commas, semi colons
- to use expanded noun phrases correctly
- to use contractions

Text type: Diary Entry

Purpose: To inform the reader of a character's thoughts and feelings

Audience: The reader

Book	Queen of Darkness	Queen of Darkness	Queen of Darkness	Queen of Darkness	Queen of Darkness	Queen of Darkness
Learning outcome	<u>L.I: To use adjectives to write a character and setting description and identify a character's motivations and feelings.</u>	<u>L.I: To use adjectives to write a character and setting description and identify a character's motivations and feelings.</u>	<u>L.I: To use adjectives to write a character and setting description and identify a character's motivations and feelings.</u>	<u>LI: To plan a diary entry identifying the characters thoughts and feelings.</u>	<u>L.I: To draft a diary entry identifying the purpose and audience for writing.</u>	<u>LI: To up-level a diary entry.</u>

		<u>LI: To create an argument that convinces and persuades the class to side with my viewpoint.</u>	<u>LI: To evaluate the author's choice of words.</u>			
Activity	<p>L1: Starter -Children to TYP and class mind map: What do you know about the Romans?</p> <p>Activity - Children to research about the Romans.</p> <p>Questions:</p> <p>Which country are the romans from? What happened in Rome? Who is Boudica? What are her personality traits? What happened to her?</p> <p>Task - Whole class- Create roll on the wall for Boudica with what they have found out about her.</p> <p>L2: Starter -Read pages 1-4. What have we found out about Rhianna? Who is she? How old is she?</p>	<p>L1: Starter - Where is this story set? What characters have we come across so far? What do you know about them?</p> <p>Activity - Mind map personality traits of King Prasutagus as a whole class.</p> <p>Task - Children to write a character description of King Prasutagus.</p> <p>L2: Starter: TYP: What did we do last lesson? Who is King Prastugus?</p> <p>Activity: Read pages 14-19 up to "The nobles of the tribe agreed that they must do what the Romans wanted, and told Boudica she had to marry him." Whilst reading, ask children questions to unpick the text.</p> <p>Task -Debate between boys and girls. Boys - Agree with women having power and Girls to agree</p>	<p>L1: Starter - Children to TYP and summarize what has happened in chapter 1 and chapter 2.</p> <p>Activity - Begin reading Chapter 3. (read from page 27-32) Create a whole class emotions graph for Rhianna. While reading, on the emotions graph write down how Rhianna felt at the very beginning of the story, how is she feeling now?</p> <p>L2: Starter - Comprehension questions for chapter 3.</p> <p>Activity - Finish reading chapter 3 up to page 39. What has happened? Add to the roll on the wall of Boudica - what have we found out about her?</p> <p>Task - Children to write a character description of Boudica using roll on the wall.</p> <p>L3: Starter - What happened in chapter 3?</p>	<p>L1: Starter - Let children know that for the next two weeks children will begin to write their diary entries as Rhianna.</p> <p>Recap what has happened so far?</p> <p>Activity - Read pages 53 - 56. How is Rhianna feeling? Add to emotions graph.</p> <p>Task - Children to answer and bullet point:</p> <p>Does Rhianna see Boudica in a different light? (Children to think about Boudica being caring against her dark side). How did she feel when the romans invaded?</p> <p>L2: Starter - Comprehension questions.</p> <p>Activity 1 - What are the features of a</p>	<p>L1: Starter - SPAG Create a whole class success criteria for diary entry.</p> <p>Children to begin planning their diary entries.</p> <p>L2: Children to continue planning their diary entries.</p> <p>L3: Children to begin writing their diary entries.</p> <p>L4: Children to continue writing their diary entries.</p>	<p>L1: Editing and up levelling.</p> <p>L2: Editing and up levelling.</p> <p>L3: Write in creative writing books.</p> <p>L4: Write in creative writing books.</p>

Task - Children to create a character description of Rhianna.

L3: Starter - Recap with comprehension questions. What did we do last lesson? What did we learn about Rhianna?

Activity - Read page 4 Conscious Alley - is it fair or unfair for Rhianna to leave her home?

L4: Starter - Recap previous lesson: Why did Rhianna have to leave her home? Do you think it was fair?

Activity - Read pages 4-7. What did the roundhouse and feast house look like? Ask children if they have seen a roundhouse before? Mind map as a whole class using adjectives.

Task - Children to draw a roundhouse and feast house in their books and annotate using adjectives.

with men having power. Children to write down their view on post it notes to add to the working wall.

L3: Starter- Comprehension questions on text read so far.

Activity - Finish reading page 19. Whole class mind map - Ask children for their interpretation of "her father saying it was right for men to rule because they are warriors, her mother saying that women were better rulers, and could also be fierce warriors." Children to evaluate the author's use of language and the impact it has on the reader.

Task - Children to write down the quote from the book and write down their interpretation using class mind map to support them. Children to also evaluate the author's use of language.

L4: Starter: Recap - Children to think about

Children to predict what they think is going to happen next.

Activity - Begin reading chapter 4 (pages 40-44 up to 'he turned down to stare down at Rhianna and Eleri, his eyes cold and hard...')

Class discussion:

What has happened?
How is Rhianna feeling?
(why is she terrified and scared?)
What do you think Rhianna is thinking?
Add to emotions graph.
What does 'his eyes cold and hard' mean?

L4: Starter - Recap what has happened in the story so far.

Activity - Finish reading chapter 4. Children to predict what they think is going to happen next. "But then Boudica rose from her bed, and the world changed again." - Children to infer meaning. How do they think the world has changed?

diary entry? What is the purpose, audience and language?

Activity 2 - Children to be shown examples of diary entries- highlight the features.

L3: Starter:
Children to recap what they did last lesson. What is the PAL for writing a diary entry?

Activity - As a class bullet point the main events in chronological order.

L4: Starter: Children to recap the story - what has happened so far? Refer to emotion graph of Rhianna.

Task -Children to write down what Rhianna is thinking and feeling.

		<p>how Rhianna is feeling? How is Boudica feeling?</p> <p>Activity 1 -Read up to page 24. What has happened? Children to summarize.</p> <p>Activity 2 - Conscious Alley; Should Rhianna go back to her house to collect her mum's jewels? Is it a threat?</p> <p>Activity 3 - Finish reading chapter 2.</p>				
Outcomes	<ul style="list-style-type: none"> To write a setting description using adjectives. 	<ul style="list-style-type: none"> To write a character description including physical characteristics and character traits. Children to use adjectives to describe the characters feelings. Children to share their opinions for and against during a debate. 	<ul style="list-style-type: none"> To write a character description including physical characteristics and character traits. Children to use adjectives to describe the characters feelings. Children to write a prediction based on what they have read so far. 	<ul style="list-style-type: none"> Children identifying features of a diary entry. Children to identify the purpose, audience and language. Children to look at the structure of a diary entries. Children to write a diary entry in first person and in past tense. Children to write in chronological order and include significant events. 	<ul style="list-style-type: none"> Children identifying features of a diary entry. Children to identify the purpose, audience and language. Children to look at the structure of diary entries. Children to write a diary entry in first person and in past tense. Children to write in chronological order and include significant events. Children to use fronted adverbials to start sentences. 	<ul style="list-style-type: none"> To identify the purpose of writing the diary entry and who the audience will be.

				<ul style="list-style-type: none"> • Children to use fronted adverbials to start sentences. • Children to use adjectives to describe the characters feelings. 	<ul style="list-style-type: none"> • Children to use adjectives to describe the characters feelings. 	
SEN	Join in with class with support and prompting. Colourful semantics, picture labelling.	Children given images of main characters- create a character profile for each character.	Children given images of main characters- create a character profile for each character.	Children to create their own emotion graph of Rhianna - think about the different emotions she is feeling.	Children to be given a template to write a short diary entry as Rhianna and how she is feeling. Use colourful semantics to support.	Children to be given a template to write a short diary entry as Rhianna and how she is feeling. Use colourful semantics to support.
Key words	Character description, imagination, prediction, setting, personality traits.	Character description, imagination, prediction, personality traits, thoughts, feelings, debate, and conflict.	Emotions, feelings, thoughts, prediction, character description.	Diary entry, chronological order, main events, first person, past tense, thoughts, feelings, purpose, audience, language, structure.	Diary entry, chronological order, main events, first person, past tense, thoughts, feelings, purpose, audience, language, structure.	Edit, up level.

Year 4 – Maths Spring 1

Topic of learning	Multiplication and Division	Multiplication and Division	Multiplication and Division	Length and Perimeter	Length and Perimeter
Learning Outcome	<p>Lesson 1 White Rose – Step 5 Divide by 10</p> <p>Lesson 2 White Rose – Step 6 Divide by 100</p> <p>Lesson 3 White Rose – Step 7 Related facts – multiplication and division</p> <p>Lesson 4 White Rose – Step 8 Informal written method for multiplication</p> <p>Lesson 5 Times table focus The 3,6,9 times table</p>	<p>Lesson 1 White Rose – Step 7 Related facts – multiplication and division</p> <p>Lesson 2 White Rose – Step 8 Informal written method for multiplication</p> <p>Lesson 3 White Rose – Step 9 Multiply a 2-digit number by 1-digit number</p> <p>Lesson 4 White Rose – Step 10 Multiply a 3-digit number by 1-digit number</p> <p>Lesson 5 Times table focus 2,5,4,8,10</p>	<p>Lesson 1 White Rose – Step 11 Divide a 2-digit number by 1-digit number (1)</p> <p>Lesson 2 White Rose – Step 12 Divide a 2-digit number by 1-digit number (2)</p> <p>Lesson 3 White Rose – Step 9 Divide a 3-digit number by 1-digit number</p> <p>Lesson 4 White Rose – Step 14 Correspondence problems</p> <p>Lesson 5 Times table focus The 7 times table</p>	<p>Lesson 1 White Rose – Step 15 Efficient multiplication</p> <p>Lesson 2 White Rose End of unit assessment</p> <p>Lesson 3 White Rose – Step 1 Measure in kilometres and metres</p> <p>Lesson 4 White Rose – Step 2 Equivalent length (kilometre and metres)</p> <p>Lesson 5 Times table focus The 6,7,9,10 times table</p>	<p>Lesson 1 White Rose – Step 3 Perimeter on a grid</p> <p>Lesson 2 White Rose – Step 4 Perimeter on a rectangle</p> <p>Lesson 3 White Rose – Step 5 Perimeter on a rectilinear shapes</p> <p>Lesson 4 White Rose – Step 6 Finding missing lengths in rectilinear shapes</p> <p>Lesson 5 The 11 and 12 times table</p>
SEN	Counting in 3s using concrete resources.	Counting in 3s and 6s using concrete resources.	Counting in 3s, 6s and 9s using concrete resources.	Counting squares to find area	Using concrete resources to find perimeter – string, metre stick
Key words	Factor, product, multiples, equal groups	Factor, product, multiples, equal groups	Factor, product, multiples, equal groups	Length, width, perimeter, orientation, rectilinear	Length, width, perimeter, orientation, rectilinear

Y4 Science (Spring 1) – Sound

Year 4 National Curriculum Overview

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound & features of the object that produced it
- Find patterns between the volume of a sound & the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

Working Scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- identifying differences, similarities or changes related to simple scientific ideas and processes

Progression	Prior	<p>In EYFS and Year 1 the children will have:</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)
	Current	YEAR 4
	Next	<p>In KS3 the children will:</p> <ul style="list-style-type: none"> • Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition.

- Frequencies of sound waves, measured in Hertz (Hz); echoes, reflection and a
- Sound needs a medium to travel, the speed of sound in air, in water, in solids.
- Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal.
- Auditory range of humans and animals.
- Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound.
- Waves transferring information for conversion to electrical signals by microphone.

Key end outcomes

By the end of this unit children will be able to:

- Experience a variety of sounds around us, observe and describe them
- Order sounds in a variety of ways e.g. loudest to quietest, highest to lowest
- Compare sounds using words and decibels Explain how we use sounds in everyday life
- Be able to explain how sounds travels Describe how volume and pitch are produced by a variety of simple instruments
- Describe how sounds get fainter as the distance from the sound source increases
- Explain how the ear works and how we can protect our hearing

Key learning:

- A sound produces vibrations which travel through a medium from the source to our ears.
- Different mediums such as solids, liquids and gases can carry sound, but sound cannot travel through a vacuum (an area empty of matter). The vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound.
- The loudness (volume) of the sound depends on the strength (size) of vibrations which decreases as they travel through the medium. Therefore, sounds decrease in volume as you move away from the source.
- A sound insulator is a material which blocks sound effectively.
- Pitch is the highness or lowness of a sound and is affected by features of objects producing the sounds. E.g. smaller objects usually produce higher pitched sounds.

Key Questions:

What different sounds can be heard?
 What happens to the sound of the drum when we get further away from it? Where in the school would be the best places to put fire alarms?

Common Misconceptions:

- Pitch and volume are frequently confused, as both can be described as high or low.
- sound is only heard by the listener
- sound only travels in one direction from the source

What is a 'sound'?

How can we alter the loudness of a sound?

Where does sound go when it has been made?

How do we change the pitch of a sound?

Does the length of an elastic band affect the pitch of the sound produced?

- sound can't travel through solids and liquids
- high sounds are loud and low sounds are quiet.

Resources and enrichment opportunities to support teaching and learning

[TAPS resources](#)
[A scientist like me](#)
[Explorify](#)
[I bet you didn't know resources](#)
[ASE PLAN resources](#)
<https://www.ogdentrust.com/resources/>
<https://learning.sciencemuseumgroup.org.uk/learning-resources/>
<https://www.reachoutcpd.com/>
<https://www.ogdentrust.com/resources/>

PSTT Book (each year group / team leader has one)

ASE Plan Exemplar: Hamza's work

Trips:
[Science Museum](#)
 School of noise

High Quality Text:

- Little Beaver and the Echo—Amy Macdonald
- The Sound of Silence—Katrina Goldasito & Julia Kuo

Vocabulary:

Sound, Source, Vibrate, Vibration, Travel, Pitch (High, Low), Volume, Faint, Loud, Quiet, Strength, Speed, Ear, Insulation, Hit, Bang, Blow, Shake, Pluck, Quieter, Quietest, Louder, Loudest, Lower, Lowest, Higher, Highest, Solid, Liquid, Gas, Decibels, Hertz, Frequency, Harder, Softer, Quicker, Slower

Scientist to study:

Aristotle (Philosopher who developed the concept that sound travels through air due to the movement of air)

particles)
Isaac Newton - (Mathematician & Physicist who measured the speed of sound)

Initial assessment:

1) What different sounds can be heard?

Take the children into an open space. Ask them to close their eyes and listen for the different sounds.

Recording: The children can draw themselves in the middle of a page. They must show where they heard the different sounds; i.e. the relative distance of the thing, and the direction from them. Can they use any sound vocab to describe the sound (loud/quiet high/low) – answer question – what do I know about sound?

2) Children will repeat this at the end of the unit – How does the human hear the dog barking? Provide the children with the template and ask them to draw and annotate how they think the human hears the dog barking. Encourage drawing and annotations or labelling.

End of unit assessment:

Post assessment– **How does the human hear the dog barking?**
 Provide the children with the template and ask them to draw and annotate how they think the human hears the dog barking. Encourage drawing and annotations or labelling. Children should have a better understanding of how to draw sound vibrations and add greater detail to their annotations than the pre assessment. Children may wish to add a diagram of the ear to explain how we hear alongside how sound vibrations travel and what they can travel through.

<p>Learning Intention</p>	<p>L.I. I can observe how sounds are made and explain this in</p>	<p>L.I. I can investigate if sound travels through solids, liquids and gas to our ears.</p>	<p>LI: I can recognise that vibrations from sounds travel through a medium to the ear</p>	<p>L.I. I can explore how the pitch of sound can be different and why</p>	<p>L.I. I can investigate if distance from a</p>	<p>L.I. I can explain how to increase and decrease volume and pitch.</p>
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	terms of vibration			Find patterns between the pitch of a sound and features of the object that produced it.	source affects the volume of sound.	
Scientific enquiry skills	<ul style="list-style-type: none"> • Questioning • Observing 	<ul style="list-style-type: none"> • Observation • Recording data • Evaluating 	<ul style="list-style-type: none"> • Observation • Pattern seeking • Comparative and fair testing 	<ul style="list-style-type: none"> • Questioning • Observing • Pattern seeking 	<ul style="list-style-type: none"> • Pattern seeking • Observing • Recording data 	<ul style="list-style-type: none"> • Observing • Pattern seeking
Recap Prior learning	Mindmap prior learning about topic Vocab check	What are the three states of matter? What is sound? How does sound travel? What part of our bodies hears sound?		How does sound travel? What can sound travel through?	What can sound travel through? How do we hear sound? What is pitch?	What is a force? What is a source of sound? How can you change the pitch of a sound?
Key Question	How is sound made?	Can sound travel through solids, liquids and gases?			Does the volume of sound change with distance?	
Activity	Explain to the children that today they will be investigating sound and making observations of what happens when a sound is produced.	Explorify: zoom in zoom out: Hidden depths. Class discussion: How do our ears detect sound? Then watch: https://www.bbc.co.uk	TAPS – string telephone	Explorify: bottle orchestra https://explorify.uk/en/activities/whats-going-on/bottle-orchestra Why do the class think the bottles are lined up	Explorify: what if you could hear all sounds at the same volume https://explorify.uk/en/activities/what-if-you-could-hear-	Model to the children hitting the drum hard and then soft – what is the same what is different? How can we describe the way I hit the drum the first time compared to the second time? – encourage the use of force applied.

	<p>Carousal:</p> <p>Activity 1: tapping a drum topped with rice.</p> <p>Activity 2: tapping a forking fork against a table and putting it into water.</p> <p>Activity 3: metal hanger and string activity – see link in resources for explanation.</p> <p>For teachers: Hanger activity explained https://www.youtube.com/watch?v=2yx8yOO63c</p> <p>Explain to the children that</p>	<p>/bitesize/topics/zgffr82/articles/z3d4g7h</p> <p>Ask the children to investigate: Can sound travel through solids, liquids and gases? Yes/No – How do you know?</p> <p>Ask the children to come up with ways in which they might find the answer to the question. Take feedback if children give different activity ideas allow them to follow their ideas. Discuss the children’s experiences of hearing sound in each state of matter. What did we do last week? Was the sound travelling through solids, liquids or gas? Can the children think of real life experiences or situations where sound would travel</p>		<p>like this? What do they think will happen to each bottle when they're tapped? Why do the class think there are different levels of liquid in each bottle? How do they think the sound is made?</p> <p>Ask the class to describe what they saw using only one word.</p> <p>Share the video on about pitch and watch the investigation video below it.</p> <p>https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/z8s62v4</p> <p>Task 1: different sized elastic bands around a paint tray. Children to draw and label. Explain what happened and why. Explain in terms of thickness and pitch</p>	<p>every-sound-at-equal-volume</p> <p>Class discussion</p> <p>Play a sound clip of a train passing by. Ask the children what they notice about the volume of the train at different points in the clip.</p> <p>They should notice how it got louder as it approached and then quieter again as it got further away. Ask the children if they have had personal experiences of this.</p> <p>How could we gather scientific evidence to back up our observations</p>	<p>Allow the children to experiment with changing the volume and pitch of the drum and think about how they can explain how to change each.</p> <p>Provide the children with a range of musical instruments to choose from. Ask them to record each other making an explanation video about everything they know about sound and how to change the volume and pitch of a sound. They might also wish to explain how volume of a sound can change with distance as well as force. see example from ASE plan exemplification – Hamza https://www.planassessment.com/videos/wix-vod-video-id=518098eb17364fd7b6b38c72c58be21c</p>
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	<p>they need to record what they see, hear and feel at each activity. Table</p> <p>After completing the carousel ask the children to consider if their ideas about sounds have changed or developed?</p> <p>Marking wish: what happens if an object vibrates far away from you?</p>	<p>through each state? – do the children think about animals who live underwater and how they communicate e.g. dolphins and whales.</p> <p>Suggested activities:</p> <p>Liquid: banging metal spoons underwater.</p> <p>Solid : string telephones</p> <p>Gas: clapping at distance in the playground.</p> <p>After the activities discuss how the vibrations travel to our ears - gather children's ideas before explaining that sound vibrations travel in soundwaves to our ears.</p> <p>Ask the children to develop a way of recording their results e.g. via a scaled score 1-5 of how well they</p>		<p>Task 2: Allow the children to explore a range of musical instruments including: guitar, recorder and glass jars or bottles filled with water to different capacities. This can be done as a carousel or on tables.</p> <p>Ask the children to explore the instruments and discuss the different pitch, can they change the pitch of the instrument by doing something different? E.g. plucking a different string or covering more holes in the recorder. What do they notice? How can they produce the highest and lowest pitch sounds from each instrument?</p> <p>Ask the children to record any patterns they notice under a drawing / picture of each instrument.</p>	<p>linked to distance and volume?</p> <p>Show the children the equipment you have selected for today's investigation: musical triangle, tape measure and ask the children to think how we might use these to gather data to answer our big question.</p> <p>Explain the children will take a musical triangle on a part of the school field with their group and decide on the distances the wish to test. Ask them to record the volume at set intervals and record their results.</p>	<p>wix-vod-comp-id=comp-kd04dier</p> <p>Post assessment: Complete vocabulary check</p>
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		<p>could hear the sound in each activity. Diagrams and images.</p> <p>Evaluating: How could we make our data more accurate? How can we improve this investigation?</p>		<p>Plenary: complete the pitch quiz https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/z8s62v4</p>	<p>Back in class as the children to explain what their results tell them about the volume of sound closer to the source and further away from the source. Can they suggest why this happens?</p> <p>Can you apply this to real life? E.g. when your parents might call you for dinner from downstairs? Teachers calls you from across the playground, etc.</p> <p>Plenary: What other factors might affect the volume of a sound?</p>	

SEN	Same activity with adult support	Same activity with adult support	Adult support to make string telephone.	Same activity with adult support	Same activity with adult support	Same activity with adult support
Resources	Drum, rice, tuning fork, water, container, metal hanger and string.	<ul style="list-style-type: none"> • Metal spoons • Water container • Paper cups • string 	<ul style="list-style-type: none"> • Plastic cups • String 	<ul style="list-style-type: none"> • Glass jars or bottles, • Water • Guitar • recorders 	<ul style="list-style-type: none"> • musical triangle • tape measurer • data logger (if available) 	<ul style="list-style-type: none"> • Drums, rice, musical instruments.
Key Vocabulary	Sound, vibration, travel, source, vibrate.	Sound, vibration, travel, source, vibrate, volume, loud, quiet, sound waves	Sound, source, vibrate, vibration, travel	Pitch (high, low),	Sound, vibrations, source, distance, decibels, volume, data logger, soundwaves.	Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, soundwaves

Year 4	RE-Who should inspire us? (unit: 2.2)					
Learning outcome	To understand what makes an inspirational person	To understand how and why Wangari Maathi is an inspiring person	To understand how do Jewish people try to mend the world	To understand how and why are Go Dharmic inspired to follow dharma?	To understand who should inspire us?	Visit to the synagogue
Prior knowledge	Who inspires chdn in their daily lives?	What does inspiration mean? What are the characteristics of an inspiring person?	Prior knowledge of understanding about Judaism What do Jewish people believe about God or the creation of the world?	Test pupil's knowledge and understanding of the Hindu dharma.	What are the characteristics of inspiring people? Remind chdn of the characteristics that we have been looking at	
Activity	<p>Ask chdn – what do we mean by inspiring? Who might be a hero to chdn? Explain that inspirational comes from Latin word 'inspirare' which means 'breathing into' – the idea that people might be filled with spirit</p> <p>Continue discussion by talking about the fact that many people who are inspiring may not be 'superheroes' but they do things or treat people in ways that make others follow them or look up to them.</p> <p>Use diagram of big circle with circles within each other</p> <ul style="list-style-type: none"> The inner circle is someone in the school who might be inspirational e.g. teacher or pupil Then next level out is someone in the local community e.g. local volunteer The next level is someone famous in the country who has set a great example 	<p>Begin by asking chdn: Why do we need trees? Can they list as many reasons as they can for how they help us? Elicit answers to do with climate, materials, play etc</p> <p>Explain to the children that they are going to hear the story of a very inspiring woman; someone from Kenya in the continent of Africa. She loved trees and saw how their destruction was harming communities in her country.</p> <p>https://www.youtube.com/watch?v=9sKq2Xt4P9I</p> <p>Why was Wangari Maathi so remarkable?</p> <ul style="list-style-type: none"> Using the books – and further research – could chdn list why Wangari was so remarkable e.g. first Black African woman to win Nobel Peace Prize, reason for 	<p>Show chdn some images of broken things – such as toys or a mug with no handle, and also some child-friendly injuries – e.g. person that might have cut themselves or sprained something. Ask chdn – 'In what ways are these broken?' 'What might we do to heal them or mend them?' 'Who could do this?' You might be able to mend with glue, or for people use cream or plasters or to visit a doctor.</p> <p>Explain to chdn that Jewish teaching includes a phrase, <i>tikkun olam</i>, which means to heal or mend the world. It is one of the duties of being Jewish.</p> <p>Give small groups of chdn a picture of a 'broken' world and some sticky notes. Get them to talk about ways in which the world might be described as 'broken', noting down their ideas, one per sticky note. Talk about their ideas.</p>	<p>Ask chdn: How might they decide what is the right thing to do in a situation? Elicit responses – would they follow their conscience? Ask friends, parents or teachers for advice?</p> <p>Explain that for many Hindus – deciding on the right action is about following dharma. Dharma is living in harmony with the world in a compassionate way. Show chdn 2 quotes from the Mahabharata – a Hindu Epic poem that is read by many Hindus to gain insight into living according to dharma. They are spoken to King Yudhishtira (who is known by many Hindus as a 'dharma raj' – a great role model) by Bhimsa, his grandfather. The quotes are (Mahabharata 12.251.24 and Mahabharata 13.147.22), they are paraphrased below:</p>	<p>Have the names of all the inspiring people or organisations that you have studied on separate cards or pieces of paper. E.g. Wangari Maathi, King Yudhishtira etc</p> <p>Have the different characteristics also cut up on cards.</p> <p>Provide chdn with ribbons, string, strips of sugar paper or similar items.</p> <p>Ask chdn to see if they can connect the inspirational people or organisations together with string and then make a link to a characteristic. Ask them to either make an oral sentence or record it on paper. You could take photos to make a working wall summary or put it in a floor book. For example: 'Marcus Rashford connects with Wangari Maathi because they have both stood for what they believe in'</p>	

	<ul style="list-style-type: none"> The next level is either someone from the wider world or history who has set an example which is inspiring You might also add in a circle for characters from fiction (books, films etc) – are there examples here for chdn? <p>Ask chdn to choose one of these people and write a paragraph about why they are inspiring and what their inspiring characteristics are.</p> <p>Set a group task: <i>‘What might be the characteristics of inspiring people?’</i> What qualities or achievements might help us recognise them?</p> <p>The following shows 6 possible characteristics of inspiring people:</p> <ul style="list-style-type: none"> Overcoming barriers – having a story that shows how they have overcome setbacks and problems Generous with their time and/or money Looking out for others – putting others needs before themselves Standing up for what they believe in Creating real change – making a difference to the world around them Being a role model – someone people will look up to as an example 	<p>imprisonment, planting millions of trees</p> <ul style="list-style-type: none"> Could chdn freeze frame some moments of Wangari’s life – explain how she might be feeling at that point – and how people around her might think of her? What qualities did she show in each moment? <p>What made Wangari care about trees? Elicit evidence about her upbringing and traditional beliefs about the importance of trees. Consider using this clip to extend chdn thinking - https://www.pbs.org/wnet/religionandethics/2007/11/09/november-9-2007-wangari-maathai/4544/</p> <p>What does Wangari say here about her inspiration? What does the word ‘custodians’ mean? What does the word ‘dominion’ mean?</p> <p>Around a picture of Wangari – record her different influences. Can chdn answer the question ‘How was Wangari influenced by the Bible?’</p> <p>Plenary - Look at the six characteristics that were identified as an inspiring person.</p>	<p>Silent conversation: Place the quotes below on a large sheet of paper. Chdn pass them around in groups writing around the quotes what they think is important in them. How does his help us understand ‘tikkun olam’ Why do Jewish people want to heal the world? What sort of world are they seeking? Make clear to chdn that tikkun olan is primarily about social justice.</p> <p>Children to record ideas in their books with drawings and annotations</p> <p>Explain that the Jewish community has created a special day linked to the idea of tikkun olam. You might want to use this website to help chdn: https://mitzvahday.org.uk/</p> <p>Show chdn the vision and mission of Mitzvah Day. Display the following terms:</p> <p>Tikkun Olam</p> <ul style="list-style-type: none"> Repairing or healing the world Instil a sense of responsibility for the world <p>Gemilut Chasadim</p> <ul style="list-style-type: none"> Acts of kindness Giving without expecting anything in return <p>Tzedek</p> <ul style="list-style-type: none"> The idea of righteousness and justice within the Jewish worldview 	<p>‘Those who are wise know that dharma is based on love for all creatures.’</p> <p>‘Not harming, being truthful, not getting angry and charity are the four things that you must do. This is Sanatana Dharma’</p> <p>Ask chdn to pick out key words in the quotes, then think, pair, share what the quotes might mean. Ask what does the Mahabharata say about dharma? What is dharma?</p> <p>Next, read chdn the story of King Yudhishtira and the Dog. Stop when the story suggests and ask chdn to be clear what Yudhishtira’s choice was: stay with the dog, or leave the dog and go the highest heaven. What is the message of meaning of the story? Why did King Yudhishtira make the choice he did? Can chdn make a link with the two quotes about dharma they studied earlier? Finish reading the story.</p> <p>At the end the chdn could make a ‘hidden meaning’ cube – using the net of a cube they retell the story around the outside and write the ‘hidden meaning’ of the story on the inside.</p> <p>Ask why is King Yudhishtira an inspiring person for many Hindus?</p>	<p>Give the following statements to chdn in pairs. They must either agree or disagree with them. Then open to a class debate and choose some of these. Chdn can create a continuum line, standing close to each statement if they agree and further away if they disagree.</p> <ul style="list-style-type: none"> “Inspiring people can help us to become better people by learning about their lives” “religion can inspire people to lead generous lives” “If we took ideas like ‘tikkun olan’ and ‘dharma’ seriously the world would be a better place” “You can be an inspiring person if you are not religious” <p>To summarise the learning from the unit, chdn could write a short paragraph answering the unit question using examples from the stories, charities and individuals studied.</p>	
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	<p>Show an image of Marcus Rashford. Do chdn know who this is? Elicit how much chdn know about Marcus. He is famous for being an England and club footballer, but do chdn know anything about him? Show an image of Marcus getting his MBE in November 2021: a link to the news article is here: https://www.bbc.co.uk/newsround/59226107#:~:text=The%20Manchester%20United%20striker%20was,raised%20him%20and%20his%20siblings.</p> <p>Give chdn some information to enable them to research Marcus Rashford. Why did he get an MBE? What did he do that might be considered inspiring?</p> <ul style="list-style-type: none"> • Chdn could draw the words 'Marcus Rashford' on a sheet of paper. • Above the words they could write some sentences or words for who influenced his worldview – e.g. growing up in single parent household, his Mum's Christian faith. • Below the words they could write how he is inspiring to people – why did he deserve his MBE? Why did he dedicate it to his Mum? <p>Look at the six characteristics that were identified as an inspiring person. How many of those match Marcus Rashford?</p>	<p>How many of those matches Wangari Maathi? Play a game where chdn choose one of the squares and then give a reason why this fits to Wangari.</p>	<p>Watch the videos on the website to look at the sorts of activities that Jewish people might do on Mitzvah Day. How do they make connections to any of the terms above? Chdn could write an event list for a Mitzvah day to be held locally. What sort of activities would take place? Why do Jewish people try to make Mitzvah Day a day for all religions? Why might it be important for these faiths to work together?</p> <p>Talk about the idea of 'gemilut chasadim' – Jewish acts of kindness to people around them to make the world a better place. Ask chdn: What would the world be like if everyone did this? Introduce idea of random acts of kindness Chdn could plan a week or a series of random acts of kindness for their school or community e.g. washing the teachers' cars, giving out flowers outside the school, making bookmarks to tuck in books in the local library. Maybe they could even set up a random acts of kindness group coming out of the learning for this unit!</p>	<p>Explain to chdn that they are going to look at an organisation inspired by dharma and stories like King Yudhishtira and the Dog. Show chdn the photos of Go Dharmic in action in Resource 2. What can the chdn see? What kind of action is going on? Get the chdn to look at them and make some initial speculations. Share some information about the charity with the chdn. What do chdn spot about the name 'Go Dharmic!' Can they see the word 'dharma' hidden within it? Look at information about how Go Dharmic was created, such as: https://godharmic.com/history/ What is the motto of the charity? (Love all, Feed all, Serve all) How does this link to dharma? Show chdn again the quotes from the Mahabharat: how does the work of Go Dharmic link to these quotes? Focus on some key activities: feeding the hungry all over the world, replanting mangrove swamps in India and building libraries in rural India. Revisit the photos – can chdn make clear links between the activities, the motto of Go Dharmic and the concept of dharma in the Mahabharata? Finally, chdn could write a short paragraph encouraging</p>		
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				their school to support Go Dharmic – why should they be considered inspirational? Can chdn show an understanding of the word dharma?		
SEN	Children to match the characteristics of an inspiration to picture of Marcus Rashford	Children to draw a tree and why trees are important locally and matching sentences to why trees were important to Wangari	Children to match the meanings and pictures to the words above	Children to listen to the story of King Yudhishtira and the Dog and either draw what they can hear or put the story events in order	Children to draw images of people or organizations they have studied and stick sentences into books on the connections they have between each person or organization	
Outcomes	Identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives	Explain how Wangari Maathi is seen as an inspiring person Reflect on what might have influenced Wangari's worldview Make links between Wangari Maathi's life and Christian ideas of caretakers of creation	Describe events in the life of at least one modern day Hindu or Jewish person making links between their actions and the teachings of religious stories and figures	Describe events in the life of at least one modern day Hindu or Jewish person making links between their actions and the teachings of religious stories and figures	Reflect on how having a code for living might help believers with difficult decisions Ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life Apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty Ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers	
Key words	Inspiration Spirit Change Influence Characteristics	Wangari Maathi Trees Inspiration Role model Community	Gemilut chasadim Tikkun olam Kindness Tzedek Judaism	Go Dharmic Dharma Brahman Duty Hinduism King Yudhishtira and the Dog.	Christianity Values Inspiration Leader Characteristics	

Computing Year 4 Spring 1

Learning Outcome	<p>4.3 Spreadsheets</p> <ul style="list-style-type: none"> Children can use the number formatting tools within 2Calculate to appropriately format numbers. Children can add a formula to a cell to automatically make a calculation in that cell. 	<p>4.3 Spreadsheets</p> <ul style="list-style-type: none"> Children can use the timer, random number and spin button tools. Children can combine tools to make fun ways to explore number. 	<p>4.3 Spreadsheets</p> <ul style="list-style-type: none"> Children can use a series of data in a spreadsheet to create a line graph. Children can use a line graph to find out when the temperature in the playground will reach 20°C 	<p>4.3 Spreadsheets</p> <ul style="list-style-type: none"> Children can make practical use of a spreadsheet to help them plan actions. Children can use the currency formatting in 2Calculate. 	<p>4.3 Spreadsheets</p> <ul style="list-style-type: none"> Children can allocate values to images and use these to explore place value. Children can use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept.
Activity	<p>2Calculate: Formatting cells - select all cells which require percentages format and use formatting tool to change it to this format.</p> <p>Use formula wizard to calculate percentages in a spreadsheet.</p>	<p>2Calculate: Exploring how to make number games using 2Calculate's clever tools and formula features.</p>	<p>2Calculate: Using 2Calculate to convert data into a suitable line graph that can be used to find specific information from.</p>	<p>2Calculate: Use a spreadsheet to help plan a party and manage a budget.</p>	<p>2Calculate: Children to make own place value resource, assigning values to images.</p>
SEN	<p>Sort/organise pictures (data) onto a table (sheet).</p>	<p>Sort/organise pictures (data) onto a table (sheet) in order for highest/lowest.</p>	<p>Sort/organise pictures (data) onto a table (sheet) three different categories</p>	<p>Sort/organise pictures (data) onto a spreadsheet.</p>	<p>Recap on place value/game on computer.</p>
Keywords	<p>Formula wizard, Percentage, Format Cell, Decimal place, Average</p>	<p>Formula wizard, Equal to tool, Random number tool, Spinner tool, Timer</p>	<p>Line graph, Resize, Data, Chart</p>	<p>Budget, Calculation, Totals</p>	<p>Place value, 'is equals to' tool, Set image</p>

Year 4	History - Why did the Romans settle in Britain?					
<p>The key learning thread: Children will consider the Romans and drawing upon the skills they developed in the Autumn term, they will consider why the Romans were so successful and the impact they made in Britain. Children will further develop their understanding of invasion and conflict, which builds upon their learning from KS1 about William the Conqueror and the Battle of Hastings.</p> <p>Prior Learning: Builds on children's prior experience of different civilizations such as the Ancient Egyptians. Children will further develop the skill of comparing and contrasting the impact of different civilizations and evaluating the significance of their achievements on Modern Britain.</p>						
<p>Learning outcome</p>	<p>To understand why the Romans invaded Britain</p> <p>Recorded in books</p>	<p>To create a visual interpretation of Boudicca</p>	<p>To understand how Roman soldiers were equipped for war</p> <p>Recorded in books</p>	<p>To understand Roman army battle formations</p>	<p>To make inferences about life in Roman times</p>	<p>To identify the Roman legacy in Britain</p> <p>Recorded in books</p>
<p>Activity</p>	<p>Recall - look at a timeline of prehistory. Locate the Iron Age - what do we know about the Iron Age from Year 3? Explain that Romans traded with Celts during the Iron Age and then tried to invade Britain in 55BC</p> <p>Show children a map of the Roman empire. What does empire mean?</p> <p>Watch the BBC video - how the Romans</p>	<p>Recap - why did the Romans invade Britain?</p> <p>Introduce the enquiry question - How did Britons respond to the Roman invasion?</p> <p>Look at presentation about Boudicca - what can we infer about Boudicca from these sources? Record in a table.</p> <p>Look at presentation about the Britons response to the invasion and BBC video - who was</p>	<p>Recap - What do we know about Boudicca?</p> <p>Look at presentation Roman Britain - what can we infer or deduce about Roman Britain? Why was the Roman invasion so successful?</p> <p>Focus on stages of the Roman invasion and introduce the enquiry question - why was the Roman army so successful?</p> <p>Watch BBC video - The Roman army.</p>	<p>Recap - play vocab bingo to reinforce the vocab learnt in the previous lesson</p> <p>Watch BBC video The Roman army - how was the army organized? How did they organize their camps?</p> <p>Look at the manoeuvres that the Roman army used to protect itself - how did they work?</p> <p>Children make a Roman shield (this could be done as a homework activity before the lesson). Practice getting the different formations that the Roman army used with their shield to support</p>	<p>Recap - why was the Roman army described as the most successful in history?</p> <p>Show image of a Roman tablet. What does it look like, how do you think it might feel or smell? What is it made from? What was it used for? What does it tell us about Roman life?</p> <p>Children work in groups to complete an artefact carousel, recording their observations about each artefact on sugar paper.</p>	<p>Recap - children present their inferences about Roman life from previous lesson.</p> <p>Discuss - why do you think the Romans might have decided to leave Britain in AD 410?</p> <p>Watch video - What did the Romans do for us? Children make notes as they watch about how the Romans changed Britain.</p>

	<p>conquered Britain. Why did the Romans invade?</p> <p>Children make a mind map of reasons why the Romans invaded Britain as a class. Children use 'Why did the Romans invade Britain' activity sheet to write an explanation to go with each picture that gives a reason why the Romans invaded.</p>	<p>Boudicca. Add to their inferences table.</p> <p>Discuss the reliability of Roman sources.</p>	<p>Children identify the names of a Roman soldier's equipment and the function of each item and label on their activity sheet.</p>	<p>understanding of why the formations were effective.</p>		<p>Hand out Roman Legacy cards - children share which one they think is the most significant legacy. Children write explanations for each legacy to explain how the legacy changed Britain.</p>
SEN	<p>Children cut and match the reasons for Romans invading Britain with the correct pictures</p>	<p>Label an image of Boudicca with their impressions of her.</p>	<p>Cut and stick labels and definitions onto an image of a Roman soldier</p>	<p>Join in with class activity with adult support</p>	<p>Join in with carousel with adult support to scribe their ideas</p>	<p>Put Roman legacies in order of significance based on how they changed Britain</p>
Key words	<p>Empire, invasion, Romans, Celts, Julius Caesar, Emperor Claudius, enslaved, chronology, tin, togas, settlers</p>	<p>Boudicca, King Prasutugus, tribes, Iceni, Cassius Dio, interpretation, primary source, secondary source, inference</p>	<p>Picts, Pilum, Galea, armour, scutum, caligae, tunic, gladius, legionary</p>	<p>Legion, legatus, cohort, century, centurion, contubernium, formations, testudo, wedge</p>	<p>Artefact, observation, deduction, tablet</p>	<p>Legacy, aqueduct, state, government, legal system</p>

<p>Year 4 - Spring 1</p>	<p style="text-align: center;">French numbers, calendars and birthdays</p> <p>Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research of dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/french-numbers-calendars-and-birthdays/</p>
<p>Suggested prior learning: French Playground Games</p> <p>Unit Outcomes</p> <ul style="list-style-type: none"> • Say the numbers to 31 in French. • Read and calculate Maths sums correctly in French. • Say all the days of the week, working out the words for the days that are yesterday and today. • Match most of the French months to their English equivalents. • Ask when someone's birthday is and give the number and month of their own birthday. • Say the seasons of the year. • Translate the date from English to French. • Say the similarities and differences between birthdays in the UK and France. <p>Key Threads of Learning</p> <ul style="list-style-type: none"> • To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. • To recognise and begin to predict key word patterns and spellings. • To know that 'h' at the start of a word in French is not pronounced. • To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. • To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a 	

gender indicator.

- To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.
- To know that basic sentence structures in English and French have the same pattern: subject + verb + object.

Learning Outcome	Learning numbers 1-31 in French.	Days of the Week in French.	Months of the Year in French.	Seasons and dates in French.	Celebrating a French birthday.	Assessment
Activity	<p>Display the <i>Presentation: Les nombres</i>, and go through each of the numbers, saying the French word and asking the children to repeat. Each slide provides a mix of phonetic spellings and picture clues to help the children remember and apply pronunciation rules.</p>	<p>Sing days of the week song and create a calendar.</p>	<p>Sing Months of the Year song.</p> <p>Then activity in pairs. Give each pair of children a copy of the <i>Activity: French festivals by month</i>, which lists a number of festivals in France.</p> <p>Working together, children use the internet to research when the festivals are held and write in the appropriate month</p>	<p>Worksheet: <i>Activity: Les dates</i> to each child and ask them to complete parts one and two.</p>	<p>Create a list of what you need for a birthday celebration.</p>	

	Do simple Maths calculations in French.		in French. The children can refer to the <i>Resource: Les mois</i> from the Attention grabber for spellings if necessary.			
Sen	Work in a small group with number flashcards. Use song to support.	Create a calendar using template with support.	Join in with adult support.	Match season in English to Season in French using flashcards.	Match word to birthday activity in English and French using visuals.	
Keywords	<ul style="list-style-type: none"> • un nombre <ul style="list-style-type: none"> ○ a number • les mathématiques <ul style="list-style-type: none"> ○ maths • un <ul style="list-style-type: none"> ○ one • deux <ul style="list-style-type: none"> ○ two • trois 	<ul style="list-style-type: none"> • les jours de la semaine <ul style="list-style-type: none"> ○ the days of the week • la semaine <ul style="list-style-type: none"> ○ the week • lundi <ul style="list-style-type: none"> ○ Monday • mardi 	<ul style="list-style-type: none"> • les mois <ul style="list-style-type: none"> ○ the months • janvier <ul style="list-style-type: none"> ○ January • février <ul style="list-style-type: none"> ○ February • mars <ul style="list-style-type: none"> ○ March • avril <ul style="list-style-type: none"> ○ April 	<ul style="list-style-type: none"> • les saisons <ul style="list-style-type: none"> ○ the seasons • Il y a quatre saisons <ul style="list-style-type: none"> ○ There are four seasons • le printemps 	<ul style="list-style-type: none"> • C'est quand, ton anniversaire ? <ul style="list-style-type: none"> ○ When is your birthday? • un anniversaire 	

- three
- **quatre**
- four
- **cinq**
- five
- **six**
- six
- **sept**
- seven
- **huit**
- eight
- **neuf**
- nine
- **dix**
- ten
- **onze**
- eleven
- **douze**
- twelve
- **treize**
- thirteen
- **quatorze**
- fourteen

- Tuesday
- **mercredi**
- Wednesday
- **jeudi**
- Thursday
- **vendredi**
- Friday
- **samedi**
- Saturday
- **dimanche**
- Sunday
- **aujourd'hui**
- today
- **demain**
- tomorrow
- **hier**
- yesterday

- **mai**
- May
- **juin**
- June
- **juillet**
- July
- **août**
- August
- **septembre**
- September
- **octobre**
- October
- **novembre**
- November
- **décembre**
- December
- **C'est quand, ton anniversaire ?**
- When is your

- the spring
- **l'été**
- the autumn
- **l'automne**
- the summer
- **l'hiver**
- the winter
- **C'est quand ton anniversaire ?**
- When is your birthday?
- **Quelle est la date d'aujourd'hui ?**

- a birthday
- **joyeux anniversaire**
- happy birthday
- **pour mon anniversaire**
- for my birthday
- **je voudrais**
- I would like
- **une fête**
- a party

- **quinze**

- fifte
en

- **seize**

- sixte
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- **dix-sept**

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- **dix-huit**

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- twen
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- **vingt-et-
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- twen
ty-
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- **vingt-deux**

- twen
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two

- **vingt-trois**

birth
day?

- **Mon
anniversaire
c'est le...**

- My
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day is
the...

- Wha
t is
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○ twen
ty-
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• **vingt-
quatre**

○ twen
ty-
four

• **vingt-cinq**

○ twen
ty-
five

• **vingt-six**

○ twen
ty-
six

• **vingt-sept**

○ twen
ty-
seve
n

• **vingt-huit**

○ twen
ty-
eight

• **vingt-neuf**

○ twen
ty-

	<ul style="list-style-type: none"> • trente <ul style="list-style-type: none"> ○ thirty • trente-et-un <ul style="list-style-type: none"> ○ thirty-one 					
Outcomes	<p>I can say the numbers from 1 to 31 in French.</p> <p>I can read the numbers from 1 to 31 in French.</p> <p>I can read and say maths calculations in French.</p>	<p>I can say the days of the week.</p> <p>I can say what day came yesterday and what day will come tomorrow.</p>	<p>I can recognise the months when I hear them.</p> <p>I can recognise the months when I see them.</p> <p>I can say when my birthday is.</p>	<p>To pronounce the seasons accurately.</p> <p>To listen to the dates of birthdays and write them down.</p> <p>To translate the date from English to French.</p>	<p>I can describe similarities between birthday celebrations in France and England.</p> <p>I can say French words related to birthdays and parties.</p> <p>I can write a wish list of gifts I would like for my birthday.</p>	

Music Year 4: Spring 1 Adapting and transposing motifs (Theme: Romans)

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/>

Prior Knowledge:

- sing in tune and in harmony with others, with developing breath control.
- use musical terminology to explain how a piece of music makes them feel.
- perform a musical ostinato in time.
- create an ostinato and a graphic score on paper.
- create and perform a piece with a variety of ostinatos.

Key Threads of Learning: Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.

Learning Outcome	To sing in tune and in time.	To understand what a musical motif is.	To compose and notate a motif.	To develop and transpose a musical motif.		Assessment	
Activity	<p>What do children know about Romans? Complete Roman vocal warm up. Ch listen to performance track of Road Building song and follow lyrics. Children use musical vocabulary to describe song – pitch, tempo. Learn song using</p>	<p>Listen to Beethoven’s fifth symphony. Identify repeating pattern as a motif. Complete vocal warm up and explain each line is a motif. Play performance of Road building song and ch follow lyrics on screen. Ch identify motifs in song.</p>	<p>Revise the concept of motifs. Show children Google arts and culture- Roman mosaics. Ch colour tiles in different colours for different notes in their motif and different number for number of beats: 2 notes= 2 tiles. Encourage ch to use quavers and colour half a tile.</p>	<p>Introduce the idea that a motif can change and develop over a piece of music. Re-listen to Beethoven’s fifth symphony and identify motif. Encourage children to develop their motifs following given guidelines. Transpose motifs paying attention to sharps and flats.</p>		Assessment Quiz	

	call and response.	Ch play roman motifs on tuned percussion. Ch play motifs to backing track. Identify motifs in James Bond theme tunes	Use tuned instruments to compose motif, Annotate using standard rhythmic notation below letter names.	Encourage children to experiment and use critical listening to adjust motif to sound right,			
SEND	Have copy of words. Follow simplest line in warm up	Access to technology to replay motifs.	Adapt an example motif.	Use notes from example motif and transpose 4 tones			
Key words	Romans Pitch Tempo	Motif Repeating patterns Riff	Mosaic Motif Quaver Beat Minim Dotted minim semibreve	Motif Transposing Rhythm Flat Sharp Repeating pattern Riff Loop Ostinato			
Outcomes	To sing in time with other people and a backing track. To follow and remember lyrics. To follow a tune.	To explain what a motif is. To hear and recognize a motif in a piece of music. To play a motif on a tuned instrument.	To compose a motif. To use graphic notation to record my motif. To recognize standard rhythmic notation.	To transpose my motif. To use sharp and flat notes to transport my motif. I can adapt my motif by: changing notes, the rhythm or reversing the order.			

R.H.E Year 4 Respectful Relationships Health and Prevention

LI:

LI: To understand ways money can be lost and how this makes people feel

SC

Ss1. How others may be very different from themselves (including physically, in character, personality and backgrounds). Ss2. Define discrimination and how it affects others.

Ss3. How to treat others politely. Ss4. That they and others have the right be treated with respect.

Ss5. What people are in positions of authority and how to treat them. R7. That stereotypes can be unfair, negative and destructive.

Hw12. Explore the facts relating to allergies, immunisation and vaccines.

Hw14. That personal hygiene routines can prevent bacteria, germs and viruses spreading

- SC:
- I understand that money can be lost in a variety of ways
 - I can explain some feelings associated with losing money
 - I can explain some ways to keep money safe

Activity

How are we the same? How are we different?
Why is respect important?
Should we ever make anyone feel less than

What can we learn from the video from last week about treating others with respect and politeness?

Who is in authority at school.
Think of questions you would like to ask Dr Atwal and Mrs Kaur about the

Watch Operation Ouch about allergies.
<https://www.youtube.com/watch?v=XIdMeDOy8AY>
<https://www.youtube.com/watch?v=GFAbgaHg26U>

Watch video
<https://www.youtube.com/watch?v=XIdMeDOy8AY>
Answer quiz sheet.

Teaching:
<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-4/economic-wellbeing/lesson-3-looking-after-money/>
Ask the children to think about ways in which people

because they are different?
 What can discrimination look like?
 Watch video
<https://plprimarystars.com/resources/no-room-for-racism-videos>
 How was the player affected by racism?
 What is his hope for the future generation? YOU!
 What is great about being in a multicultural team?

Record around visual



responsibility of being in positions of authority.
 Make notes about their responses and reflect on how you treat them and why?

Record

What is an allergy?
 What are the symptoms?
 What is the treatment?
 How can we help?

How can we protect ourselves.
 Produce poster of good steps to stay healthy from bacteria and viruses.

might lose money e.g., losing cash, lending or money being stolen.

In small groups ask the children to develop a short role-play which focuses on one of the ways we can lose money. They will need to include:

How the money was lost.
 How the person losing the money feels about it.
 How the person gaining the money feels.
 How the person might avoid losing money in the future.

When children have completed their role plays they perform them to the rest of the class. Give each pupil a copy of the Activity: Peer assessment sheet to complete as they watch each group to assess that they have included everything. Alternatively, you could assign groups to record each performance.

If time allows, widen the discussion with the children to consider if there are factors that might change how people feel, e.g. does the amount of money make a difference or do the

circumstances of the person borrowing or stealing money make a difference?

Key Question:

- How can we lose money?
- How might this make people feel?
- How can we keep our money safe?

SEN

Differentiation:
Mixed ability: As they develop their role play ask them to consider additional information, for example the person not returning the money has done it several times, the person stealing was being bullied or the person losing cash keeps doing it.

Vocabulary

Unique
Difference
Similarities
Discrimination
Racism


Respect
Polite
Relationships

Authority
Trust
Respect

Allergy
Symptom
Treatment
Reaction
Antihistamine

Hygiene
Bacteria
Viruses
Protection
Habits

Debit card
Bank account
Track
Bank Statement

Art and Design MTP	Term: Spring 1 Painting- Light and dark	Year: 4
<p>Key Knowledge</p> <p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Adding black to a colour creates a shade. • Colour: Adding white to a colour creates a tint. • Form: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Tone can be used to create contrast in an artwork. <p>Making skills:</p> <ul style="list-style-type: none"> • How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. <p>Prior Knowledge</p> <p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. • Shape: Negative shapes show the space around and between objects. • Line: Using different tools or using the same tool in different ways can create different types of lines. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. 		<p>Artist in Focus</p> <p>'Mont Saint-Victoire' by Paul Cezanne. 'Still Life with Flowers and Gold Cups of Honour' by Clara Peeters, 'Queen' by Audrey Flack</p> <p>Suggested Outcome:</p> 

<p>Making skills:</p> <ul style="list-style-type: none"> • How to use simple shapes to scale up a drawing to make it bigger. • How to make a cave wall surface. • How to paint on a rough surface. • How to make a negative and positive image. • How to create a textured background using charcoal and chalk. • How to use natural objects to make tools to paint with. • How to make natural paints using natural materials. • How to create different textures using different parts of a brush. • How to use colour mixing to make natural colours. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists make decisions about how their work will be displayed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make art in more than one way. • People use art to tell stories and communicate. • People use art to help explain or teach things. • One artwork can have several meanings. 	
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<p>Lesson Objective 1:</p> <ul style="list-style-type: none"> • To investigate different ways of applying paint • To mix tints and shades of a colour <p>PRIOR KNOWLEDGE</p>	<p>Making- What making skills and techniques will be learned?</p> <p>Display slide 5 of the <i>Presentation: Odd Painting Out</i> which shows the painting 'Mont Saint-Victoire' by Paul Cezanne. Ask individual children to come to the board and identify a dark green or light green. Ask how they would mix a dark green colour, or a</p>	<p>Ideas- What skills related to designing and developing ideas will be learned, and/or reinforced?</p> <p>Do any of the art pieces we have looked at today inspire your choice of colour to explore? How will we present the change in shades?</p>	<p>Knowledge- What knowledge will be learned? About skills, techniques and processes</p> <p>About art, craft and design practitioners, practices and their cultural context.</p> <p>Show slides 2, 3 and 4 in turn and ask which painting could be the odd one out, and why? Explain that</p>	<p>Evaluating- What skills of judgement and evaluation will be learned, and/or reinforced?</p> <p>Ask the children to carry their sketchbooks around the classroom and try to find someone else who has mixed the same (or almost the same!) tint or shade of a colour. Tell them</p>
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<p>Odd painting out activity. Slide 1. Use vocabulary to describe the art.</p>	<p>light green colour. They may well suggest adding water, adding yellow, white, blue or black. Now display slide 6 which introduces the terms tint and shade. To check their understanding, challenge individual children to come to the board and identify a green tint or a green shade from the Cezanne painting on slide 5. Model yourself or use the <i>Pupil video: Tints and shades</i> to demonstrate colour mixing tints and shades. The children now work in their sketchbooks, practising mixing tints and shades of one starting colour. They paint small patches of colour across the page, gradually adding white to make tints and then black to make shades.</p> <p>Key questions</p> <ul style="list-style-type: none"> • What do we call a colour that has black added to it? (a shade) 		<p>there are no right or wrong answers. Encourage paired discussion using the art vocabulary on the slides. The words are there to support but not limit their ideas. Use the following key questions to get them thinking about different ways of applying paint:</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is the painting you chose different to the others? • Do any paintings share similarities? • Which painting do you like the most? • Which painting do you think probably took the longest to paint? Why? • Which painting creates the strongest mood or feelings? Why? 	<p>to stand by that person once they think they have found a match. Alternatively, children could sit beside someone who has started with a very similar colour and try to identify the closest matching colour in both their sketchbooks. Ask these questions:</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Was it easy to find a completely matching colour? Why? (Probably not, because they will all have added slightly different amounts of black or white to their colour)
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	<ul style="list-style-type: none"> • What do we call a colour that has white added to it? (a tint) 		<ul style="list-style-type: none"> • Can you spot any differences or similarities in the way these artists have used colour? 	
<p>Resources and Materials</p> <ul style="list-style-type: none"> • <i>Presentation: Odd painting out</i> (See Attention grabber) • Table coverings • Red, yellow, blue, black and white paint • Palettes for mixing • Medium paintbrushes • Pots of water • Sketchbooks or paper to paint on 			<p>Key Words</p> <ul style="list-style-type: none"> • portrait • landscape • shadow • tint • shade • texture • contrasting • vivid • muted • formal • patterned • detailed • abstract • figurative 	
<p>AFL –</p> <p>Pupils with secure understanding indicated by: Being able to share their ideas about a painting. Being able to describe the difference between a tint and a shade in painting. Mixing tints and shades by adding black or white paint.</p> <p>Pupils working at greater depth indicated by: Being able to use some key art vocabulary to describe similarities and differences between paintings. Confidently mixing tints and shades by adding black or white paint gradually</p>			<p>Adaptive Teaching inc Greater Depth</p> <p>Pupils needing extra support: May need reminding about painting basics: keeping a clean water pot, adding black and white paint a small amount at a time, holding the paintbrush near the bristles for greater control.</p> <p>Pupils working at greater depth: Could investigate the range of colours they can make</p>	

			even with very similar starting colours. They should mix two quite similar original colours eg two different greens, and then mix tints and shades of both to observe the differences in colour.	
<p>Lesson Objective 2</p> <p>To use tints and shades to give a three-dimensional effect when painting</p> <p>Prior Knowledge</p> <ul style="list-style-type: none"> • What do we call a colour that has black added to it? (a shade) • What do we call a colour that has white added to it? (a tint) 	<p>Making- What making skills and techniques will be learned?</p> <ol style="list-style-type: none"> 1. Display slide 4 of the <i>Presentation: Three dimensions</i> and ask the class what they notice about the two pictures of apples. (One looks flat, like a cartoon picture, and one looks more real – three dimensional). 2. Ask the children how the artist has made their apple look 3D. 3. Explain that the class is going to investigate how we can use lighter and darker colours to paint an object so that it appears to be 3D. 4. Ask the children how they could mix a darker shade of red. Use the key questions to review their understanding of tints and shades. 	<p>Ideas- What skills related to designing and developing ideas will be learned, and/or reinforced?</p> <p>Which would be a good object to practice our 3d effects? Why?</p>	<p>Knowledge- What knowledge will be learned? About skills, techniques and processes</p> <p>About art, craft and design practitioners, practices and their cultural context.</p> <ol style="list-style-type: none"> 1. Display the <i>Presentation: Three dimensions</i>. 2. Display slide 2 and ask the children to look closely at the image, and to tell you what they see. Take feedback. The children may talk about the content of the photograph, the differences in the two halves, the time of day and the colour. 3. Show slide 3, which shows a similar day/night photograph. Use these key 	<p>Evaluating- What skills of judgement and evaluation will be learned, and/or reinforced?</p> <ol style="list-style-type: none"> 1. Once the tidy up is complete, ask the children to identify the darkest shade on their object, then the lightest tint. <p>Key questions</p> <ul style="list-style-type: none"> • What do you notice about the position of the darkest and lightest square in your painting? (They should be far away from each other in the painting.) • How have the different colours helped

Key questions

- What do you call a colour that has been made darker by adding black? (A shade)
- What do you call a colour that has been made lighter by adding white? (A tint)

5. Play the *Pupil video: Three dimensions* to remind the children how shadows are formed on three-dimensional objects, and how you can use tints and shades of colours to make objects appear 3D

6. Give each child a grid template from the *Activity: Grid template*. Two grid templates are provided and the size you choose will depend on your children: the larger will be easier.

7. The children start by drawing an outline of their chosen object on the grid. The children then mix tints and shades to paint each square a slightly different colour. They are aiming to

questions to guide a discussion about the way colour changes in different lights.

Key questions

- What do you notice about the colour of the grass and trees?
- Why do you think these differences occur between day and night?
- How do colours seem to change when there is less light?

4. Depending on whether the children have studied light as part of their science learning, you may wish to discuss how we see colour. Explain that the colours are still there, but the parts of our eyes that sense colour do not work so well in the dark. The key point here is that colours look different

your object to appear three dimensional?

2. Once they are dry, the paintings can be stuck into the children's sketchbooks.

	show light and shadow on their painted object.		depending on the amount of light.	
Resources and Materials <ul style="list-style-type: none"> • <i>Presentation: Three dimensions</i> (See Attention grabber) • A selection of simple 3D objects to paint: fruit, cups and bowls work well • Table coverings • Red, yellow, blue, black and white paint • Palettes for mixing • Medium/fine paintbrushes • Pots of water • HB pencils • Sketchbooks or paper 			Key words <ul style="list-style-type: none"> • shadow • tint • shade • three dimension 	
AFL Pupils with secure understanding indicated by: Being able to discuss their real-life experiences of the way colours can appear different. Being able to mix tints and shades of their original colour and use these to make one side of their object appear dark and one side appear light. Pupils working at greater depth indicated by: Being able to discuss the effect of light and shade on how a painted object looks. Working in a considered way to mix tints and shades that give a gradual effect of light and shade.			Adaptive Teaching inc GD Pupils needing extra support: Should use the grid template with fewer, larger squares. May need to be reminded of how to hold paintbrushes to achieve control. Pupils working at greater depth: Should aim to only change the original colour a bit at a time to achieve a gradual difference between the colour of squares. Should be able to fill each square quite neatly so colours don't bleed into one another.	
Lesson 3 To explore how paint can create very different effects Prior Knowledge	Making- What making skills and techniques will be learned? The children will be painting the simple 3D object they drew	Ideas- What skills related to designing and developing ideas will be learned, and/or reinforced? Key questions	Knowledge- What knowledge will be learned? About skills, techniques and processes About art, craft and design practitioners,	Evaluating- What skills of judgement and evaluation will be learned, and/or reinforced? Use the <i>Activity: Self-evaluation</i> (see

<p>What different equipment have you used for painting so far as an artist? What is the effect of the different equipment you have used?</p>	<p>in <i>Painting and mixed media: Lesson 2</i>. Model yourself or use the <i>Pupil video: Painting techniques</i> to show a range of different ways to use paint. Before the children begin painting, draw their attention to the success criteria, asking them to consider how they will use the paint to make their object appear 3D. Encourage them to look back in their sketchbooks for ideas about how to use tints and shades. Hand out the objects the children will paint. Guide the children in organising the equipment they will need for their chosen painting techniques. Then ask them to create two or more paintings of their object in their sketchbooks, choosing a different painting technique for each one.</p>	<ul style="list-style-type: none"> • Which painting techniques have you chosen and which painting tools will you need? • How will you use tints and shades in your painting today? (The children will need small amounts of black and white paint ready to use tints and shades to create light and dark areas). 	<p>practices and their cultural context.</p> <p>Organise the classroom so that tables are covered and painting equipment is ready for use. Make available a range of tools for applying paint such as brushes of varying sizes, sponges, glue spreaders and cotton buds.</p> <p>Show video that explores different painting techniques.</p> <p>Tell the children that they should choose some painting tools and, working in their sketchbooks, try to make as many different types of marks in paint as they can. Encourage them to think about how they use the painting tool. Even ordinary paintbrushes can be used in different ways, a bit like the way</p>	<p>Classroom resources) either as a prompt for discussion or to guide annotations in sketchbooks. Allow time for the children to think about the questions then share some feedback about today's task.</p>
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			<p>pencils can be used to draw sharp lines or shade large areas. Allow the children time to explore mark-making in paint, then bring them back together to discuss these key questions:</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Did you try anything new with the painting tools? • Which type of mark-making do you like best? • Can you choose one of your painting techniques and describe how you made it? 	
<p>Resources and Materials</p> <ul style="list-style-type: none"> • Table coverings • Sketchbooks • Ready-mix paint in red, yellow, blue, black and white • Watercolour paint if needed • Palettes, one per child • Pots for water • A range of paintbrushes 			<p>Key Words</p> <ul style="list-style-type: none"> • dabbing paint • paint wash • pointillism • shade • stippling paint • three-dimensional 	

<ul style="list-style-type: none"> • Other tools for painting such as sponges, glue spatulas and cotton buds • Things to mix into the paint to add texture such as sand, salt, glitter or dried oats • PVA glue 	<ul style="list-style-type: none"> • tint
<p>AFL</p> <p>Pupils with secure understanding indicated by: Being mostly independent in their organisation of equipment. Being able to discuss their choices and their work. Being able to apply their experience with using tints and shades to paint their objects in 3D.</p> <p>Pupils working at greater depth indicated by: Independently organising the equipment needed for a painting technique. Being able to discuss how their choice of technique has challenged them. Being able to apply their experience with using tints and shades to paint their objects successfully in 3D.</p>	<p>Adaptive Teaching inc GD</p> <p>Pupils needing extra support: Could work on just one painting technique in the lesson. May need support in choosing suitable equipment to try their chosen painting technique.</p> <p>Pupils working at greater depth: Should be encouraged to choose painting techniques that challenge them e.g. if they usually like to work in a detailed way, encourage them to try something more expressive. Should be independent in their organisation and use of equipment.</p>

<p>Lesson 4</p> <ul style="list-style-type: none"> • To consider proportion and composition when planning a still-life painting <p>PRIOR KNOWLEDGE</p>	<p>Making- What making skills and techniques will be learned?</p> <p>Use the <i>Pupil video: Composition</i> to explain the process of planning and drawing a still-life composition.</p> <p>Creating a composition The children should try out different</p>	<p>Ideas- What skills related to designing and developing ideas will be learned, and/or reinforced?</p> <p>Key questions</p> <ul style="list-style-type: none"> • How will you arrange your objects to create a strong composition? (Remind them of the suggestions in the <i>Pupil video: Compositions</i>) 	<p>Knowledge- What knowledge will be learned? About skills, techniques and processes About art, craft and design practitioners, practices and their cultural context.</p> <p>Share ideas and explain that a still-life painting is a collection</p>	<p>Evaluating- What skills of judgement and evaluation will be learned, and/or reinforced?</p> <p>Encourage children to stand back from their finished sketches and evaluate the size of each object in relation to other objects in the composition. Ask the</p>
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<p>Display slides 2 – 4 of the <i>Presentation: Still-life composition</i> and ask the children: What is still life?</p>	<p>arrangements for their chosen objects, aiming to create a composition that looks interesting from above. They could consider where to place objects in relation to each other for contrast and consider layering objects one on top of another. Encourage them to try changing the angle or direction of objects. Photograph each composition so it can be replicated in lesson 5.</p> <p>Sketching the still life Children now draw their still life on paper. Paper choice is important so the children need to have decided which painting technique they will be using. Black or colourful paper works well for thicker paint textures and white paper is necessary if they are using washes or watercolours. Remind them to aim for a quick sketch that will contain the whole composition rather than a beautifully detailed</p>	<ul style="list-style-type: none"> • What details are essential to include, and what can you leave out until you paint? 	<p>of things that don't move; objects rather than people or living animals. Slide 3 shows the painting 'Still life with cherries' by Paul Cezanne. Tell them that still-life paintings are often created to celebrate the nice things in life, like food or parties, but sometimes they communicate more serious messages. Remind the children that the term 'composition' in painting means the way elements are organised on the paper/canvas. Still-life paintings are usually carefully arranged in 'compositions', even if they just appear to be a collection of objects. Show slide 4 to compare 'Nature morte' by Clara Peeters. Ask:</p> <ul style="list-style-type: none"> • How does this still-life look the same or different? (They 	<p>children to look closely at their partner's sketch and give feedback about the composition. Could it be improved?</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Are your objects the right size? • How could the composition be improved?
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drawing. Encourage them to look closely at the size of objects in relation to each other (proportion).

may suggest it shows objects on a table; it shows fruit and containers; it has been painted so the objects appear three-dimensional; they are painted in different styles with the Cezanne painting having 'looser' brushstrokes and the Peeters still-life being more precise, a bit like a photo.)

Invite the children to look very closely at the grey pot on the right of the painting 'Nature morte'. Painted on the shiny surfaces are tiny self-portraits of the artist herself. At the time, women artists were not encouraged to paint people using live

models, and so what they could paint accurately was more limited. Clara Peeters is believed to be one of the first painters to hide self-portraits in their paintings. If it is difficult to see on your interactive whiteboard, try zooming in on the painting ['Still Life with Flowers and Gold Cups of Honour' by Clara Peeters, 1612](#) on Google Arts and Culture, and look at the gold goblet on the right to see her self-portraits.

Now, compare the Clara Peeters still-life to the still-life 'Queen' by Audrey Flack (1976):

['Queen' by Audrey Flack](#) on WikiArt

Use the key questions to discuss their similarities and differences.

Key questions:

			<ul style="list-style-type: none">• What can you see in these paintings?• How can you tell they are still-life paintings? (They both show collections of objects rather than living animals or people).• What do you notice about the colours? (They may suggest high-contrast with the dark backgrounds and vivid colours).• What do you notice about the compositions? (How the different elements of the picture are organised; they may notice that both paintings	
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			<p>are 'busy' and full of detail, Clara Peeters' painting shows objects from the front and Audrey Flack shows objects from above).</p> <ul style="list-style-type: none">• Which painting do you prefer? Why?• Does either painting have a message for the viewer? (Clara Peeters was alive too long ago to be sure, although she did hide her self-portraits, but Audrey Flack made her painting about being a woman growing old).• How are the paintings the same? Different? (The children may say that the Audrey Flack	
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			<p>image looks like a photo, not a painting. Her style is called 'photorealism' for that reason!)</p> <p>Draw their attention to the way the painting by Audrey Flack shows a top-down view of the objects rather than seeing them from the side. This is what they will aim for in their still-life paintings.</p>	
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<p>Resources and Materials</p> <ul style="list-style-type: none"> • <i>Presentation: Still-life composition</i> (See Attention grabber) • Link: 'Still Life with Flowers and Gold Cups of Honour' by Clara Peeters, 1612 • Link: 'Queen' by Audrey Flack * on WikiArt (See Attention grabber) • A collection of objects to arrange as a still life – see video instruction • Cameras/tablets to take photographs • Black, white or colourful paper to draw on • Drawing pencils 	<p>Key words</p> <ul style="list-style-type: none"> • still life • composition • proportion • photo-realism
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<p>AFL Pupils with secure understanding indicated by: Being able to try out different arrangements of objects and explain why they chose their composition. Producing a clear sketch that reflects the way their objects are arranged.</p>	<p>Adaptive Teaching inc GD Pupils needing extra support: May need reminding to move objects around rather than</p>
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<p>Pupils working at greater depth indicated by: Being able to justify their decisions about any changes to their compositions. Producing a clear sketch that shows they have observed the relative size and shape of objects in the composition.</p>		<p>using the first composition they create. Will probably find working on white or lighter coloured paper easier as they will be able to see their drawn lines more clearly in lesson 5.</p> <p>Pupils working at greater depth: Should be challenged to improve their composition and justify their choices. Will draw the objects accurately, showing that they have observed the size in relation to the rest of the composition.</p>		
<p>Lesson 5</p> <p>To apply knowledge of colour mixing and painting techniques to create a finished piece</p> <p>Prior Knowledge How will you show light and dark areas in your painting? How could you use colour to make your painted objects 3d? What painting techniques will you use today?</p>	<p>Making- What making skills and techniques will be learned?</p> <p>Cover the tables and organise the children with the equipment needed to paint. If possible, give them the opportunity to choose what they will need. Ensure they have their sketch from lesson 4 ready to paint on. They will also need the photo of their composition and/or the objects they used, depending on whether you intend them to paint from the photo or the real objects. It may be helpful to display slide 4 of</p>	<p>Ideas- What skills related to designing and developing ideas will be learned, and/or reinforced?</p> <p>Which decisions will you make for painting technique and why? Which will be most effective? Will a photo of your composition be enough? Do you need the real materials?</p>	<p>Knowledge- What knowledge will be learned? About skills, techniques and processes About art, craft and design practitioners, practices and their cultural context.</p> <p>Techniques discussion</p>	<p>Evaluating- What skills of judgement and evaluation will be learned, and/or reinforced?</p> <p>At the end of the lesson, invite the children to look at each other's work. Pairs could swap places or the whole class take a walk around the classroom. Ask them to evaluate the paintings they see based on the success criteria shown on slide 3 of the <i>Presentation: Still life</i>.</p>

	<p>the <i>Presentation: Still life</i> which shows the success criteria. The children now paint their still life using their chosen techniques.</p>			<p>Ask children to share constructive feedback, using these key questions:</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Are lighter and darker areas visible in the painting? • Can you see that tints and shades have been used? • Do the painted objects look three dimensional? • What do you like about the composition? • Can you describe the painting technique that has been used?
<p>Resources and Materials</p> <ul style="list-style-type: none"> • <i>Presentation: Still life</i> (See Attention grabber) • Table coverings • The children's sketches on paper from lesson 4 • Photographs of compositions from lesson 4, or the same objects ready to be painted 			<p>Key words</p> <ul style="list-style-type: none"> • Tint • Shade • Still life • Composition • Three-dimensional 	

<ul style="list-style-type: none"> • Paint in red, yellow, blue, black and white (a range of paint types would be ideal if needed, eg for watercolour) • Palettes, one per child • Pots for water • A range of brushes • Other tools for painting such as sponges, glue spatulas and cotton buds • Things to mix into paint to add texture such as sand, salt, glitter or dried oats • PVA glue • Rulers (for trimming and mounting finished work) • Contrasting paper (to mount work) 	
<p>AFL</p> <p>Pupils with secure understanding indicated by: Showing in their final painting that they have understood how colour can be used to show light and dark, and therefore show three dimensions. Should paint with care and control to make a still life with recognisable objects.</p> <p>Pupils working at greater depth indicated by: Demonstrating that they can paint using tints and shades to help show the form of objects. Showing a consistent use of the painting techniques they chose for the task. Being able to evaluate and improve their painting as they work.</p>	<p>Adaptive Teaching inc GD</p> <p>Pupils needing extra support: May need reminders about what equipment they will need for their chosen painting technique. May require support to apply skills learned in previous lessons, eg how to mix tints or shades, how to hold a brush or other painting tool for good control.</p> <p>Pupils working at greater depth: Could be challenged to describe how they are meeting the success criteria as they work. Should be encouraged to evaluate their work as they paint and make improvements independently.</p>

Assessment

<https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-painting/assessment-art-and-design-y4-painting-and-mixed-media/>

