



# Kingsley CP Curriculum overview

## Year 4 Spring 1

### Science

In Science, we will be learning about states of matter.

#### Key knowledge:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ( $^{\circ}\text{C}$ )
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

#### Key vocabulary:

Solids, liquids,  
gases, heated,  
cooled, temperature,  
degrees, Celsius,  
water cycle, evaporation,  
temperature, condensation

### Art or Design & Technology

In Art, we will be following the 5 step process to develop skills linked to sculpture. They will look at sculptures and famous sculptors from across History and will focus upon Roman sculptures including baths, the Colosseum and pottery. They will explore the patterns and pictures that Romans used on the pottery and will learn how to use techniques such as coiling to make their own design.

#### Key vocabulary:

armature	modroc
maquettes	kneading
slip	modelling
frame	construct
coil	clay
patterns	papier-mache
texture	
carving	

#### Key knowledge:

- Work in a safe, organised way, caring for equipment.
- Use recycled, natural and man-made materials to create sculptures.
- Adapt work as and when necessary and explain why.
- Gain more confidence in carving as a form of 3D art.
- Use language appropriate to skill and technique.
- Demonstrate awareness in environmental sculpture. Also, show awareness of the effect of time upon sculptures.

## History

In History, we will be learning all about the Romans and their impact on Britain. Linked with geography, they will locate Italy on a world map and focus in on Pompeii. They will learn about the Roman era in order to understand its power, influence and legacy. They will sequence events recognising the terms BC and AD and will learn about when, why how the Romans invaded Britain.

### Key vocabulary

Rome	chariot
Italy	gladiator
mosaic	soldiers
history	Julius Caesar
timeline	Boudica
numerals	Empire
Colosseum	
Amphitheatre	

### Key knowledge:

- Explain the impact of Roman life on Britain.
- Demonstrate understanding of the Roman Empire and its impact on Britain with depth of study.
- Recall key historical figures throughout the Roman time period (Julius Caesar, Claudius, Boudica)
- Sequence events beyond living memory that are significant in the legacy of Roman culture (art, architecture or literature) on later periods in British history

## Religious Education

In Religious Education, we will continue to learn about Christianity. Our main focus question is 'How did Jesus teach about god and values through parables?' They will begin with a recap about the stories Jesus told before learning about new parables such as The Tax Collector and the Pharisee and The Friend at Midnight and the lessons Christians learn from such parables.

### Key knowledge:

Describe how Christians live their lives as disciples

Describe and suggest reasons why Christians call Jesus, Saviour.

Explain the concept of salvation.

### Key vocabulary

parable	disciples
Samaritan	saviour
lost Parables,	salvation
prodigal son,	
Bible	
Jesus	
stories	
teaching/lessons	

## Computing

In Computing, we will be learning about coding.

### Key knowledge:

- Designs programs that accomplish specific goals
- Designs and creates programs
- Debugs programs that accomplish specific goals
- Uses repetition in programs
- Controls or simulates physical systems
- Uses logical reasoning to detect and correct errors in programs

### Key vocabulary

Scratch	Variable
Programming	Testing
Coding	Sensor
Debugging	Search engine
Algorithm	Cloud
Sequences	Data and database
Loops	Software

## Physical Education

In Physical Education, we will be developing our skills through Dance.

### Key vocabulary

Commitment  
Perseverance  
Communicate  
Resilience  
Evaluate  
Refine

### Key knowledge:

- Perform dances using a range of movement patterns
- develop flexibility, strength, technique, control and balance.
- I can move and use actions with co-ordination and control.
- I can explain how my work is similar and different from that of others.

## MFL

In MFL, we will be learning about our local area in French!

### Key knowledge:

- I can understand nouns for members of a family
- I can ask 'Who is it?' and give a response with a family member noun
- I can understand and say some nouns for parts of the face
- I can understand some simple sentences using nouns and colours about the face
- I can write a simple sentence to describe the colour or a part of the face

### Key vocabulary:

- Asking who someone is?  
This is .....
- mum/ brother / sister/ dad  
/ grandma / granddad /  
friend
- Who are you?
- Parts of the face I have  
Giving hair and eye colour

## Music

In Music, we will be using the topic of Grime to develop skills including writing lyrics linked to a theme.

### Key vocabulary:

pulse  
lyrics  
grime  
tempo  
rap  
unison

### Key knowledge:

- To confidently identify and move to the pulse.
- Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.
- To demonstrate a good singing posture.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand or sit.