

Unit Objective:

To say **what you have and do not have in your pencil case** In French

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

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Learn how to use the negative in French.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the '**Early learning**' units.
- That **j'ai** means I have and comes from the verb to have **avoir** in French.
- What a noun and article/determiner is in English.
- What a verb is in English.

Skills we will develop:

To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply.

Activities we will complete:

Learning 11 classroom objects (noun and article) with a variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Using a fun class 'follow on game' with this new vocabulary. There will be extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case. We will also learn to follow some simple classroom commands.

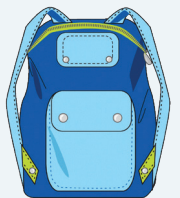
Grammar we will learn & revisit:
Nouns, gender, articles/determiners & use of the negative.

Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting **j'ai...** ('I have') to learning the negative option **je n'ai pas de/d'...** ('I do not have') in French.

Phonics & pronunciation we will see:

Recommended phonics focus: **I IN IQUE ILLE**

- **I** sound in **lisez, silence, calculatrice, livre & ciseaux**
- **Ille** sound in **taille**
- **Silent letters.** Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in **ciseaux, écoutez, écrivez** etc.
- **Elision. J'ai.** Dropping of the last letter of a word (in this case the 'e' in **je**) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.


Vocabulary we will learn & revisit:

11 nouns and articles for common classroom objects, 10 simple classroom commands. **J'ai...** ('I have') will be revisited before introducing the negative reply **je n'ai pas de/d'...** ('I don't have'). This is all listed on the Vocabulary Sheet.

Year 4: Rock and Roll

Musical style: Rock and Roll

Rock and roll was created in America in the 1950s after the war and was made to depict happiness and a new life. The name comes from the phrase 'rocking and rolling' which was used by mariners to explain the movement of a ship, which influenced the dance steps.



Rock and roll stems from jazz, gospel and blues music and uses the blues structure and chords. It often has a fast tempo with strong vocals, which may use screaming and shouting. Rock and roll formed the basis of our modern day rock music.

Vocabulary

Bass line

The lowest part of the music, played by a bass or bass guitar in rock and roll.

Walking bass

A bass line that moves step by step using pitches that are next to each other.

Notation

The way that music is written so that others can play it.

In time

Playing or singing at the same speed as the music.

Hand jive

A rock and roll dance where you move your hands a lot!



In tune

Singing or playing with the correct pitch.

Tempo

The speed or pace of the music. It can change throughout a piece of music.

Dynamics

The volume of the notes. This often changes throughout a piece of music.

Pitch

How high or low a note sounds.

Instruments



Electric bass



Drum



Double bass

Electric guitar



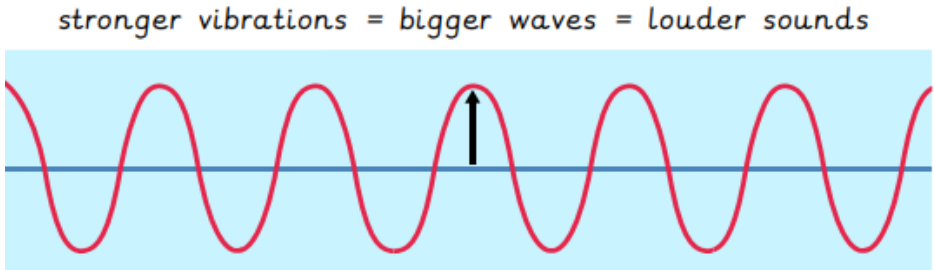
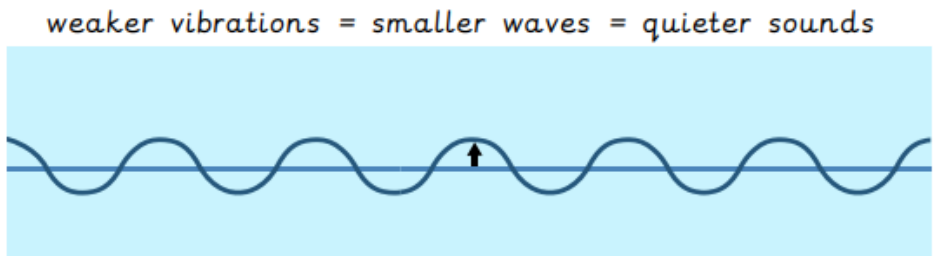
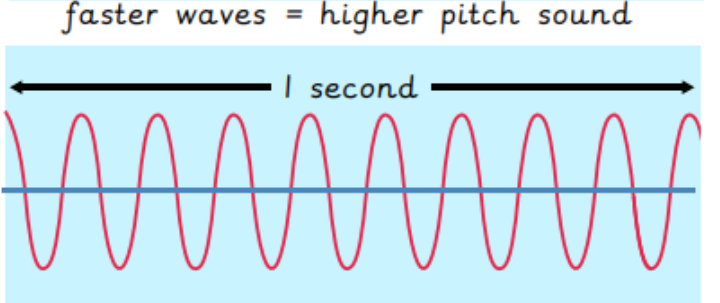
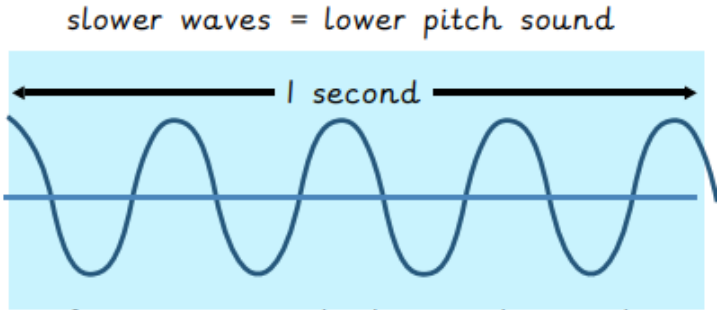


Science Knowledge Organiser

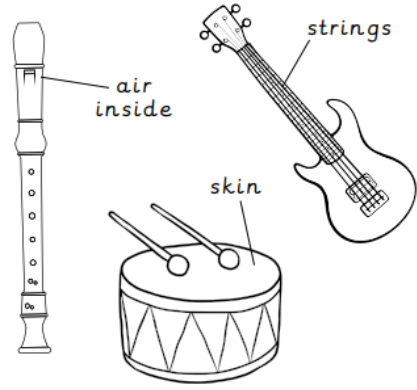
Year 4 Spring 2 - Sound and Vibrations

<p>Vibration</p>	When something moves very quickly.
<p>Sound wave</p>	A vibration that travels through a solid, liquid or a gas.
<p>Pitch</p>	How high or low a sound is.

<p>Hertz (Hz)</p>	The unit used to measure pitch.
<p>Volume</p>	How loud or quiet a sound is.
<p>Decibels (dB)</p>	The unit used to measure volume.



Different **musical instruments** make vibrations in different ways:



Knowledge Organiser



Year 4 - Being My Best

Key questions

Having Choices and Making Decisions About My Health What choices help to keep me healthy? Why is it important to look after my health now?

Why is it important to look after myself in the future?

Taking Care of My Environment

What different things do I do to look after our environment?

Why is it important to look after our environment?

How does this affect our future?

Key vocabulary

accident emergency affect
balanced diet recycle breathing
community repair reduce
creative give to others
injury exercise choices
wound mental health active
first aid repair connect
future choking reuse
wellbeing be mindful

I can ...

I can give a few examples of different things that I do already that help to me keep healthy.



I can give different examples of some of the things that I do already to help look after my environment.








Design and Technology Knowledge Organiser

Year 4 Spring 2 - Food: Adapting a recipe



Budget 	<i>A plan of how to spend money.</i>
Combine 	<i>Mixing two or more ingredients together.</i>






Sieve 	<i>A piece of kitchen equipment often used to remove lumps.</i>
Sift 	<i>The process of removing lumps and adding air.</i>

Design 	<i>A plan for a recipe or product.</i>
Evaluate 	<i>To decide how good something is.</i>
Hygiene 	<i>Keeping things clean.</i>

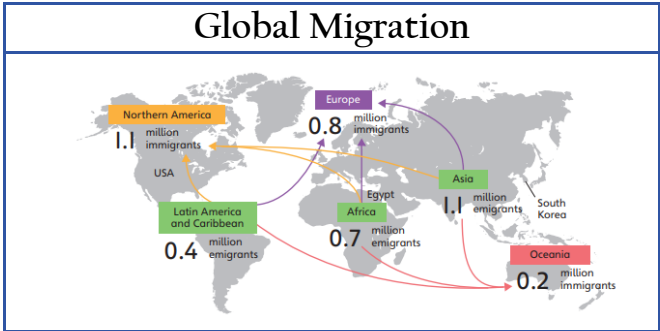


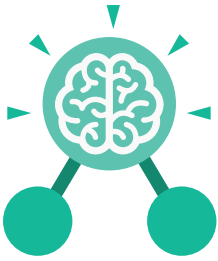
Geography Knowledge Organiser

Year 4 Spring 2 - Migration

<p>Immigration</p> 	<p>Coming to live permanently in a new country.</p>
<p>Migrant</p> 	<p>A person who moves from one place to another, often to find work or a better place to live.</p>
<p>Migration</p> 	<p>The movement of people from one place to another place.</p>
	<p>A person who has been forced to leave their home due to war, persecution or a natural disaster.</p>
	<p>The country that a migrant comes from.</p>

Push Factors	Pull Factors
Lack of medical help	Safe place to live
Famine	Economic stability
High cost of living	Lower cost of living
War	Better food
Religious/political views	Free medical help





Unit: 4.5

Logo

Key Learning

- To learn the structure of the coding language of Logo.
- To input simple instructions in Logo.
- Using 2Logo to create letter shapes.
- To use the Repeat function in Logo to create shapes.
- To use and build procedures in Logo.

Key Questions

What is Logo?

Logo is a text-based coding language used to control an on-screen turtle to create mathematical patterns.

Key Resources



2Logo

Key Vocabulary

Debugging

The process of identifying and removing errors from computer hardware or software.

Grid

The template around which the 2Logo turtle moves.

LOGO

A text-based coding language used to control an on screen turtle to create mathematical patterns.

LOGO Commands (e.g FD, BK, RT, LT)

A list of commands inputted into 2Logo to move the turtle around the screen.

Multi Line Mode

Type several lines of commands in the text area.

Pen Down

Lowers the screen pen so the 2Logo turtle draws a line on the screen.

Pen Up

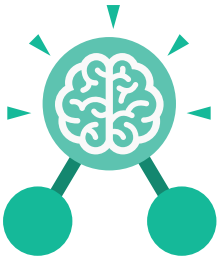
Raises the screen pen so the 2Logo turtle doesn't draw on screen.

Prediction

When you say what is going to happen when you run the instructions.

Procedure

Pieces of Logo text with a procedure name that can be run by calling them by name. Saves time if you want to print to screen lots of the same shape.



Unit: 4.5

Logo

Key Vocabulary

Repeat

A set of instructions that is run a specified number of times.

Run Speed

The speed at which the 2Logo turtle moves around the screen.

SETPC

Set pen colour to a given colour.

SETPS

Set the thickness of the pen's line.

Key Images



Open, close and share work



Choose the turtle style



Choose a background



Switch the grid on and off



Press and the logo mouse follows the instructions



Reset the mouse to the start position



Change the speed at which the mouse moves



Write the Logo instructions here