

Year 4 Autumn 2 MTP Hens 25/26

Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	Consolidation week	By the end of the unit children will know...
Science Electricity	<p>New Core Knowledge I know that a power supply in a circuit can be something like the mains electricity.</p> <ul style="list-style-type: none"> I know that a power supply in a circuit can be something like the mains electricity. I know that batteries are portable, suited to small appliances, and can run out and need replacing—but they should not be put in a normal rubbish bin. <p>Revisiting Core Knowledge Understanding of energy sources and their uses.</p> <p>Key Vocabulary power supply, mains electricity, battery, appliance</p>	<p>New Core Knowledge I know that an open switch is represented by a symbol showing a gap in the circuit.</p> <ul style="list-style-type: none"> I know that an open switch is represented by a symbol showing a gap in the circuit. I know that a buzzer is a component that makes a noise when the circuit is complete. <p>Revisiting Core Knowledge Basic understanding of circuit components.</p> <p>Key Vocabulary switch, open circuit, buzzer, symbol</p> <p>Outline of Main Tasks Children draw circuit diagrams using correct symbols and identify components.</p>	<p>New Core Knowledge: I know that a buzzer is a component that makes a noise when the circuit is complete</p> <p>I know that a complete circuit with a closed switch and a power supply will make a bulb light up.</p> <ul style="list-style-type: none"> I know that a switch can be placed anywhere in a series circuit and still have the same effect. <p>Revisiting Core Knowledge: How electricity flows in a circuit. Key Vocabulary: complete circuit, closed switch, series circuit</p> <p>Outline of Main Tasks: Children build circuits and test switch placement, recording results in books.</p>	<p>New Core Knowledge: I know that a metal paper clip is a good electrical conductor, while materials like paper, wood, and plastic are not.</p> <ul style="list-style-type: none"> I know that a metal paper clip is a good electrical conductor, while materials like paper, wood, and plastic are not. <p>Revisiting Core Knowledge: Properties of materials. Key Vocabulary: conductor, insulator, metal, plastic</p> <p>Outline of Main Tasks: Children test materials and record which conduct electricity in a table.</p>	<p>New Core Knowledge: I know that adding more bulbs into a series circuit makes the bulbs get dimmer.</p> <ul style="list-style-type: none"> I know that adding more bulbs into a series circuit makes the bulbs get dimmer. <p>Revisiting Core Knowledge: How components affect circuit performance.</p> <p>Key Vocabulary: brightness, series circuit, dimmer</p> <p>Outline of Main Tasks: Children build circuits with increasing bulbs and record brightness observations.</p>	<p>New Core Knowledge: I know that damaged electrical wires can be a risk for electrical shock, and that safety rules must be followed when using electricity.</p> <ul style="list-style-type: none"> I know that damaged electrical wires can be a risk for electrical shock, and that safety rules must be followed when using electricity. I know that the outer casing of an electrical toy should be made from an insulator like plastic, and the inside switch should be made from a conductor like metal. <p>Revisiting Core Knowledge: Safe use of household items.</p>	<p>Assessment (Blank boxes represent no lesson, consolidation, assessment and time to fit in lessons)</p>	<p>Outline of Main Tasks Present information to partner class and cross curricular English links</p>	<p>Core Knowledge</p> <ul style="list-style-type: none"> A. Power supplies include mains electricity and batteries. B. Batteries are portable but must be disposed of safely. C. Circuit symbols represent components like switches and buzzers. D. A closed switch completes a circuit; an open switch breaks it. E. Switches can be placed anywhere in a series circuit. F. Conductors allow electricity to flow; insulators do not. G. More bulbs in a series circuit make them dimmer. H. Damaged wires pose a shock risk; safety is essential. I. Electrical toys use insulating casings and conducting switches. <p>Core Vocabulary X-Z:</p> <ul style="list-style-type: none"> X. Circuit Y. Conductor Z. Insulator

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	<p>Outline of Main Tasks Children draw and label different power sources in their books and discuss safe disposal of batteries.</p>					<p>Key Vocabulary: electrical safety, insulator, conductor, shock</p> <p>Outline of Main Tasks: Children create a safety poster and label parts of an electrical toy.</p>			
<p>History Childrens lives</p>	<p>New Core Knowledge: I know that childhood is the time between infancy and adolescence. I know that many children died young in the past due to disease, poor living conditions, and lack of clean water.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Understanding of life stages and basic needs for survival. Key Vocabulary: childhood, adolescence, disease, sanitation, mortality Outline of Main Tasks: Compare modern childhood with historical childhood. 	<p>New Core Knowledge: I know that children in the Tudor and Victorian periods worked to help support themselves and their families. I know that Victorian children worked in jobs like textile mills, coal mines, as chimney sweeps, and as servants.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Basic understanding of jobs and family roles. Key Vocabulary: chimney sweep, textile mill, servant, coal mine, labour Outline of Main Tasks: Explore different jobs children did in 	<p>New Core Knowledge: I know that an apprentice was a person learning a trade or occupation. I know that Tudor apprentices had to swear an oath to be loyal to their master and work for them for seven years.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Understanding of learning and training in different contexts. Key Vocabulary: apprentice, trade, oath, master, loyalty Outline of Main Tasks: Role-play an apprentice's oath. Create a job advert for a Tudor apprenticeship. 	<p>New Core Knowledge: I know that Lord Shaftesbury is historically significant because he worked to improve working conditions and education for children.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Working conditions for children in the Victorian era. Key Vocabulary: Lord Shaftesbury, reform, education, factory, acts, parliament Outline of Main Tasks: Research Lord Shaftesbury's reforms. Create a fact file or poster. Debate: "Should children have worked in Victorian times?" 	<p>New Core Knowledge: I know that 'leisure' means free time spent relaxing, entertaining, or enjoying yourself. I know that Victorian fairs had activities like carousels, hook-a-duck, the big wheel, and helter skelters.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Differences between work and play in the past. Key Vocabulary: leisure, fairground, carousel, helter skelter, entertainment Outline of Main Tasks: Compare Victorian and modern leisure activities. 	<p>New Core Knowledge: I know that medical improvements since the Victorian period include antibiotics, vaccinations, and better healthcare.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Child mortality and causes of illness in the past. Key Vocabulary: antibiotics, vaccination, healthcare, medicine, doctor Outline of Main Tasks: Create a timeline of medical improvements. Compare a Victorian doctor's bag with a modern 	<p>Outline of Main Tasks: Children create a museum exhibit or presentation on "Children's Lives Then and Now." Include artefacts, diary entries, and posters from previous weeks.</p>		<p>Core Knowledge</p> <ul style="list-style-type: none"> A: Childhood is a distinct stage of life with different expectations in the past. B: Children in Tudor and Victorian times often worked in difficult and dangerous jobs. C: Apprenticeships were formal training roles with strict rules. D: Lord Shaftesbury helped improve children's lives through laws and education. E: Leisure activities in the past were different but still valued.

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	<p>Create a timeline of life stages. Discuss causes of child mortality in the past.</p>	<p>the past. Match job descriptions to images. Write a diary entry from a working child's perspective.</p>	<p>Compare apprenticeships then and now.</p>		<p>Design a Victorian fairground attraction. Create a class fairground map.</p>	<p>one. Write a thank-you letter to a modern doctor.</p>			<ul style="list-style-type: none"> F: Many children died young due to poor living conditions and lack of medicine. G: Medical advances have greatly improved child health and survival. H: Historical sources help us understand how children lived in different eras. I: Comparing past and present helps us appreciate progress in children's rights. <p>Core Vocabulary</p> <ul style="list-style-type: none"> X: Apprentice Y: Reform Z: Leisure
<p>PSHE</p> <p>Health and wellbeing</p>	<p>Core Knowledge:</p> <ul style="list-style-type: none"> I know that brushing teeth twice a day and visiting the dentist helps keep teeth healthy. I know that sugary foods 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> I know that relaxation helps my body and mind feel calm. I know that I can use visualisation to help me relax anywhere. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> I know that making mistakes helps me learn and grow. I know that having a growth mindset means not giving up when things are hard. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> I know that I have strengths and talents that can help others. I know that I can make a difference in my class and community. 	<p>Core Knowledge:</p> <ul style="list-style-type: none"> I know what makes me happy and how I can take responsibility for my own happiness. I know that happiness can come from relationships, 	<ul style="list-style-type: none"> Core Knowledge: I know that everyone experiences a range of emotions. I know that mental health is about how we think and feel, and that 	<p>Outline of Main Tasks</p>	<p>Outline of Main Tasks</p>	<p>By the end of the unit children will...</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> A: Good dental hygiene keeps teeth healthy. B: Relaxation and visualisation help manage stress. C: Mistakes are part of learning

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	<p>and drinks can damage teeth.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Basic hygiene and healthy eating habits. Key Vocabulary: hygiene, dentist, plaque, enamel, decay Outline of Main Tasks: Explore how to care for teeth. Sort foods into "tooth-friendly" and "tooth-harmful." Create a poster about dental hygiene. 	<ul style="list-style-type: none"> Revisiting Core Knowledge: Strategies for managing emotions. Key Vocabulary: relaxation, calm, visualisation, breathing, stress Outline of Main Tasks: Practice a guided visualisation. Draw or describe a personal "calm place." Reflect on how it made them feel. 	<ul style="list-style-type: none"> Revisiting Core Knowledge: Resilience and perseverance. Key Vocabulary: mistake, growth mindset, resilience, learning, challenge Outline of Main Tasks: Share stories of famous people who overcame failure. Write about a time they learned from a mistake. Create a class "mistake wall." <p>Knowledge revisit from Autumn</p>	<ul style="list-style-type: none"> Revisiting Core Knowledge: Self-awareness and teamwork. Key Vocabulary: strengths, purpose, role, contribution, community Outline of Main Tasks: Identify personal strengths. Create a "superpower badge." Discuss how their strengths help others. 	<p>hobbies, and helping others.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Emotions and wellbeing. Key Vocabulary: happiness, joy, wellbeing, responsibility, gratitude Outline of Main Tasks: Create a "happiness jar" or collage. Reflect on what brings joy. Set a personal happiness goal. 	<p>it's okay to ask for help.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Emotional literacy and support networks. Key Vocabulary: emotions, mental health, feelings, support, help Outline of Main Tasks: Match emotions to facial expressions and scenarios. Discuss who they can talk to when they feel sad or worried. Create a "feelings thermometer." <p>Assessment end of unit quiz</p>			<p>and help us grow.</p> <ul style="list-style-type: none"> D: Everyone has strengths that can help others. E: Happiness comes from within and can be nurtured. F: Mental health is important and support is available. <p>Core Vocabulary</p> <ul style="list-style-type: none"> X: Relaxation Y: Strengths Z: Mental health
<p>DT Torches</p>	<ul style="list-style-type: none"> New Core Knowledge: I know that electricity is a type of energy used to power electrical items. I know that a 	<ul style="list-style-type: none"> New Core Knowledge: I know that a circuit diagram shows how electrical components are connected. 	<ul style="list-style-type: none"> New Core Knowledge: I know how to identify symbols for components like bulbs, batteries, and LEDs. 	<ul style="list-style-type: none"> New Core Knowledge: I know that a conductor allows electricity to pass through it. I know that an insulator does 	<ul style="list-style-type: none"> New Core Knowledge: I know that a series circuit has only one path for the current to flow. 	<ul style="list-style-type: none"> New Core Knowledge: I know some important electrical health and safety tips. Revisiting Core Knowledge: 	<ul style="list-style-type: none"> Outline of Main Tasks: Children reflect on their design process. Complete evaluation sheets. Display 		<p>Core Knowledge</p> <ul style="list-style-type: none"> A: Electricity powers devices and can come from batteries. B: Circuit diagrams show

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	<p>battery is a portable form of electricity.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Basic understanding of energy and its uses in everyday life. Key Vocabulary: electricity, energy, battery, power, portable Outline of Main Tasks: Explore different battery-powered products. Disassemble a simple torch to identify components. Record observations in design books. 	<p>I know that circuit symbols represent components like bulbs and batteries.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: What electricity is and how it powers devices. Key Vocabulary: circuit, diagram, symbol, bulb, battery Outline of Main Tasks: Introduce circuit diagrams and symbols. Practice drawing simple circuits. Match real components to their symbols. 	<ul style="list-style-type: none"> Revisiting Core Knowledge: Circuit diagrams and their purpose. Key Vocabulary: LED, component, symbol, circuit Outline of Main Tasks: Build a working circuit using an LED. Draw the circuit using correct symbols. Begin planning torch design. <p>Knowledge revisit from Autumn</p>	<p>not allow electricity to pass through it.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Circuit components and how electricity flows. Key Vocabulary: conductor, insulator, metal, plastic, wire Outline of Main Tasks: Test materials for conductivity. Choose appropriate materials for torch casing and wiring. Record choices and reasons in design plan. 	<ul style="list-style-type: none"> Revisiting Core Knowledge: How circuits work and what components are needed. Key Vocabulary: series circuit, current, flow, path Outline of Main Tasks: Build a series circuit for the torch. Test and troubleshoot. Finalise torch design and begin construction. 	<p>Conductors, insulators, and circuit safety.</p> <ul style="list-style-type: none"> Key Vocabulary: safety, shock, danger, plug, wire Outline of Main Tasks: Review safety rules. Complete torch construction. Test and evaluate final product. Present to peers. <p>Assessment end of unit quiz</p>	<p>torches and explain how they work.</p>		<p>how components are connected.</p> <ul style="list-style-type: none"> C: Symbols represent components like bulbs, batteries, and LEDs. D: Conductors allow electricity to flow; insulators do not. E: A series circuit has one path for current to flow. F: Batteries are portable sources of electricity. G: Safety is important when working with electrical systems. H: Components must be connected correctly for a circuit to work. I: Testing and evaluating materials helps in designing effective products. <p>Core Vocabulary</p> <ul style="list-style-type: none"> X: Circuit Y: Conductor Z: Safety
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<p>Music</p> <p>Rock and Roll</p>	<ul style="list-style-type: none"> Core Knowledge: I know that rock and roll music began in the 1950s and was influenced by blues and jazz. I know how to perform a hand jive rhythm in time with music. Revisiting Core Knowledge: Keeping a steady beat and performing rhythmic patterns. Key Vocabulary: rock and roll, rhythm, beat, hand jive, 1950s Outline of Main Tasks: Learn about the origins of rock and roll. Practice and perform a hand jive sequence in time with music. 	<ul style="list-style-type: none"> Core Knowledge: I know that rock and roll music has a strong backbeat and energetic style. I know how to sing and move in time with a rock and roll song. Revisiting Core Knowledge: Singing with expression and performing actions to music. Key Vocabulary: backbeat, tempo, style, performance, lyrics Outline of Main Tasks: Learn and perform "Rock Around the Clock" with actions. Focus on timing, energy, and style. 	<ul style="list-style-type: none"> Core Knowledge: I know that a walking bass line is a repeating pattern of notes that gives rock and roll its groove. I know how to play a walking bass line on tuned percussion. Revisiting Core Knowledge: Playing simple melodic patterns on tuned instruments. Key Vocabulary: bass line, groove, pattern, tuned percussion, repeat Outline of Main Tasks: Learn and perform a walking bass line using glockenspiels or keyboards. Keep in time with a backing track. 	<ul style="list-style-type: none"> Core Knowledge: I know how to play a rock and roll bass line as part of a group performance. I know how to listen and stay in time with other performers. Revisiting Core Knowledge: Ensemble playing and musical collaboration. Key Vocabulary: ensemble, timing, coordination, bass, group Outline of Main Tasks: Rehearse and perform the walking bass line in small groups. Focus on timing and listening to others. 	<ul style="list-style-type: none"> Core Knowledge: I know how to combine singing, movement, and instrumental parts to create a rock and roll performance. I know how to rehearse and refine a musical piece. Revisiting Core Knowledge: Combining musical elements into a performance. Key Vocabulary: rehearse, refine, combine, performance, stage Outline of Main Tasks: Plan and rehearse a class performance including hand jive, singing, and bass line. Make improvements based on feedback. 	<ul style="list-style-type: none"> Core Knowledge: I know how to perform a rock and roll piece with confidence and evaluate my performance. I know how to give and receive constructive feedback. Revisiting Core Knowledge: Performance skills and musical reflection. Key Vocabulary: evaluate, feedback, confidence, audience, reflect Outline of Main Tasks: Perform the final piece to an audience (e.g., another class). Reflect on what went well and what could be improved. <p>Assessment end of unit quiz</p>			<p>By the end of the unit children will... Core Knowledge</p> <ul style="list-style-type: none"> A: Rock and roll music began in the 1950s and has a strong rhythmic style. B: Hand jive is a rhythmic movement performed in time with music. C: A walking bass line is a repeated pattern that gives rock and roll its groove. D: Ensemble performance requires listening and coordination. E: Musical performances can include singing, movement, and instruments. F: Rehearsing and evaluating helps improve musical performance. <p>Core Vocabulary</p> <ul style="list-style-type: none"> X: Bass line Y: Ensemble Z: Performance
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<p>PE Gymnastics</p>	<ul style="list-style-type: none"> New Core Knowledge: I know that gymnastics involves controlled movements using different body shapes and levels. Revisiting Core Knowledge: Basic body awareness and spatial awareness from previous PE units. Key Vocabulary: tuck, star, straight, pike, straddle, balance Outline of Main Tasks: Explore and hold basic shapes on floor and mats. Focus on body tension and control. Perform shapes at different levels 	<ul style="list-style-type: none"> New Core Knowledge: I know how to perform individual and paired balances using points and patches. Revisiting Core Knowledge: Basic static balances and partner work. Key Vocabulary: balance, points, patches, base, counterbalance Outline of Main Tasks: Practice balances using different body parts. Introduce paired balances with emphasis on safety and cooperation. 	<ul style="list-style-type: none"> New Core Knowledge: I know how to travel in different ways using control and fluency. Revisiting Core Knowledge: Movement patterns from dance and games. Key Vocabulary: travel, roll, jump, step, sequence Outline of Main Tasks: Explore different ways of travelling (e.g., bear crawl, crab walk, rolls). Link movements smoothly across mats. 	<ul style="list-style-type: none"> New Core Knowledge: I know how to perform a range of jumps and land safely with control. Revisiting Core Knowledge: Jumping and landing techniques from athletics. Key Vocabulary: jump, leap, hop, landing, bend, control Outline of Main Tasks: Practice straight, tuck, star, and half-turn jumps. Focus on soft, controlled landings. Combine jumps with shapes. 	<ul style="list-style-type: none"> New Core Knowledge: I know how to perform a forward roll and a log roll with control. Revisiting Core Knowledge: Floor work and body tension. Key Vocabulary: roll, forward roll, log roll, curved back, momentum Outline of Main Tasks: Practice log rolls and forward rolls. Emphasise safety, body position, and smooth transitions. 	<ul style="list-style-type: none"> New Core Knowledge: I know how to use apparatus safely to perform balances, jumps, and rolls. Revisiting Core Knowledge: Floor-based skills and safety rules. Key Vocabulary: apparatus, vault, bench, mat, safety Outline of Main Tasks: Apply floor skills to apparatus. Rotate through stations including benches, mats, and low vaults. 	<ul style="list-style-type: none"> New Core Knowledge: I know how to link movements together to create a short gymnastics sequence. Revisiting Core Knowledge: All previously learned shapes, balances, and movements. Key Vocabulary: sequence, flow, transition, routine, perform Outline of Main Tasks: Plan and rehearse a sequence including a balance, travel, jump, and roll. Work individually or in pairs. 	<ul style="list-style-type: none"> New Core Knowledge: I know how to perform a sequence with control and evaluate my own and others' performances. Revisiting Core Knowledge: Sequencing and performance skills. Key Vocabulary: performance, evaluate, feedback, improve Outline of Main Tasks: Perform sequences to peers. Use peer and self-assessment to give constructive feedback. Reflect on progress. 	<p>By the end of the unit children will know....</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> A: Gymnastics involves controlled movement using shapes, balances, and transitions. B: Sequences are made by linking movements smoothly. C: Apparatus can be used to enhance routines safely. D: Jumps, rolls, and balances require body control and tension. E: Evaluation helps improve performance. <p>Core Vocabulary</p> <ul style="list-style-type: none"> X: Sequence Y: Balance Z: Control
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<p>French</p> <p>Adjectives</p>	<p>Core Knowledge: I know the French words for common items of clothing. I know that some nouns are masculine and take <i>un</i>, and some are feminine and take <i>une</i>.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Basic vocabulary and gender of nouns from previous units. Key Vocabulary: <i>un pantalon, une robe, un chapeau, une jupe, des chaussures</i> Outline of Main Tasks: Introduce clothing vocabulary with images and actions. Play matching games. Practise pronunciation and gender recognition. 	<ul style="list-style-type: none"> Core Knowledge: I know how to describe clothes using colours in French. I know that adjectives must agree in gender and number with the noun. Revisiting Core Knowledge: Colour vocabulary and adjective agreement. Key Vocabulary: <i>rouge, bleu, vert, jaune, adjectif, accord</i> Outline of Main Tasks: Match clothes to colours. Practise saying and writing phrases like <i>une robe rouge</i>. Play "What am I wearing?" games. 	<ul style="list-style-type: none"> Core Knowledge: I know that most adjectives come after the noun in French. I know how to change adjectives to match masculine, feminine, and plural nouns. Revisiting Core Knowledge: Gender and number of nouns. Key Vocabulary: <i>position, masculin, féminin, pluriel, après</i> Outline of Main Tasks: Sort phrases into correct and incorrect adjective placement. Rewrite sentences with correct agreement. Use mini whiteboards for quick checks. <p>Knowledge revisit from Autumn</p>	<ul style="list-style-type: none"> Core Knowledge: I know how to say what I like and don't like using <i>j'aime</i> and <i>je n'aime pas</i>. I know how to describe clothes using opinions and colours. Revisiting Core Knowledge: Clothing and colour vocabulary. Key Vocabulary: <i>j'aime, je n'aime pas, parce que, opinion</i> Outline of Main Tasks: Create a mini clothes catalogue. Write and say sentences like <i>J'aime le pantalon bleu</i>. Use sentence starters and support mats. 	<ul style="list-style-type: none"> Core Knowledge: I know how to describe a full outfit using correct word order and adjective agreement. I know how to use <i>il</i> <i>porte</i> and <i>elle</i> <i>porte</i> to describe what someone is wearing. Revisiting Core Knowledge: Clothing, colours, opinions, and adjective placement. Key Vocabulary: <i>il porte, elle porte, tenue, description</i> Outline of Main Tasks: Describe what a model or classmate is wearing. Use sentence frames to support writing. Practise speaking in pairs. 	<ul style="list-style-type: none"> Core Knowledge: I know how to present a spoken and written description of an outfit in French. I know how to use vocabulary and grammar from the unit to describe clothes confidently. Revisiting Core Knowledge: All vocabulary and grammar from the unit. Key Vocabulary: <i>défilé de mode, présentation, vocabulaire, grammaire</i> Outline of Main Tasks: Prepare and perform a mini fashion show. Pupils describe their outfits in French. Peer feedback and vocabulary quiz to consolidate learning. <p>Assessment end of unit quiz</p>			<p>By the end of the unit children will know the... Core Knowledge</p> <ul style="list-style-type: none"> A: French nouns for clothes have gender and take <i>un, une, or des</i>. B: Colours are adjectives and must agree with the noun. C: Most adjectives come after the noun in French. D: Opinions can be expressed using <i>j'aime</i> and <i>je n'aime pas</i>. E: <i>Il</i> <i>porte</i> and <i>elle</i> <i>porte</i> are used to describe what someone is wearing. F: Spoken and written descriptions use correct word order and agreement. <p>Core Vocabulary</p> <ul style="list-style-type: none"> X: <i>un/une/des</i> Y: <i>adjectif</i> Z: <i>j'aime / je n'aime pas</i>
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<p>Computing Scratch</p>	<ul style="list-style-type: none"> Core Knowledge: I know that Scratch is a block-based programming language used to create animations and games. I know how to use motion, looks, and sound blocks to control sprites. Revisiting Core Knowledge: Basic Scratch skills from Year 3 (e.g., sequencing, simple loops). Key Vocabulary: sprite, block, sequence, motion, animation Outline of Main Tasks: Revisit Scratch interface. Create a short animation using motion and looks blocks. Add sound effects. 	<p>Core Knowledge: I know that events can be used to start actions in a program. I know how to use keyboard and mouse inputs to control sprites.</p> <ul style="list-style-type: none"> Revisiting Core Knowledge: Triggering actions using "when clicked" or "when key pressed". Key Vocabulary: input, event, trigger, interaction, control Outline of Main Tasks: Create a project where a sprite moves using arrow keys. Add sound or visual feedback when clicked. 	<ul style="list-style-type: none"> Core Knowledge: I know that selection means making a decision in a program using "if" or "if-else" blocks. I know how to use selection to control what happens when conditions are met. Revisiting Core Knowledge: Using loops and sequences to control sprite behaviour. Key Vocabulary: selection, condition, if, else, decision Outline of Main Tasks: Create a game where a sprite reacts differently depending on what it touches (e.g., changes colour or says something). 	<ul style="list-style-type: none"> Core Knowledge: I know that a variable is used to store information like a score or timer. I know how to create and change variables in Scratch. Revisiting Core Knowledge: Using blocks to control sprite behaviour. Key Vocabulary: variable, score, timer, set, change Outline of Main Tasks: Add a score variable to a game. Increase the score when a sprite is clicked or reaches a goal. 	<ul style="list-style-type: none"> Core Knowledge: I know that debugging means finding and fixing errors in a program. I know how to test my code and improve it. Revisiting Core Knowledge: Understanding how code runs step-by-step. Key Vocabulary: debug, error, test, fix, improve Outline of Main Tasks: Review and test a buggy Scratch project. Identify and fix problems. Reflect on how debugging improved the program. 	<p>Assessment end of unit quiz</p>	<ul style="list-style-type: none"> Core Knowledge: I know how to plan, create, and present a Scratch project using the skills I have learned. I know how to explain how my code works to others. Revisiting Core Knowledge: All previous Scratch programming concepts. Key Vocabulary: design, present, explain, code, project Outline of Main Tasks: Plan and create a simple game or animation. Present it to the class, explaining how it works and what blocks were used. 	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks</p>	<p>By the end of the unit children will...</p> <p>Core Knowledge</p> <ul style="list-style-type: none"> A: Scratch is a block-based language used to create interactive programs. B: Inputs and events control how sprites behave. C: Selection allows programs to make decisions. D: Variables store information like scores or timers. E: Debugging helps find and fix problems in code. F: Projects can be planned, created, and shared with others. <p>Core Vocabulary</p> <ul style="list-style-type: none"> X: Variable Y: Selection Z: Debug

			Knowledge revisit from Autumn						
RE Sikhism	<ul style="list-style-type: none"> Core Knowledge: I know that Guru Nanak was the founder of Sikhism and lived over 500 years ago. I know that Guru Nanak taught that all people are equal regardless of background or religion. Revisiting Core Knowledge: Basic understanding of religious founders and fairness. Key Vocabulary: Guru, Sikhism, equality, founder, India Outline of Main Tasks: Explore Guru Nanak's life story. Create a timeline of key events. Discuss the idea of 	<ul style="list-style-type: none"> Core Knowledge: I know that Guru Nanak taught that there is one God who loves everyone. I know that Sikhs believe in living honestly and helping others. Revisiting Core Knowledge: Beliefs about God and moral behaviour. Key Vocabulary: God, truth, honesty, service, belief Outline of Main Tasks: Read and discuss Guru Nanak's teachings. Create a "values tree" showing how his ideas influence behaviour. 	<ul style="list-style-type: none"> Core Knowledge: I know that Guru Nanak believed in treating everyone with respect, including people from different religions and backgrounds. I know that Sikhs show equality by sharing food in the langar. Revisiting Core Knowledge: Concepts of respect and inclusion. Key Vocabulary: equality, respect, langar, community, sharing Outline of Main Tasks: Explore the langar tradition. Role-play inclusive scenarios. Create posters promoting 	<ul style="list-style-type: none"> Core Knowledge: I know that Sikhs follow Guru Nanak's example by praying, singing hymns, and helping others. I know that the Gurdwara is a Sikh place of worship where people gather to learn and serve. Revisiting Core Knowledge: Places of worship and religious practices. Key Vocabulary: Gurdwara, prayer, hymns, worship, service Outline of Main Tasks: Explore features of a Gurdwara. Listen to Sikh hymns. Create a guidebook page about Sikh worship. 	<ul style="list-style-type: none"> Core Knowledge: I know that Guru Nanak's message of kindness, honesty, and equality still inspires people today. I know that Sikhs try to live by his teachings in everyday life. Revisiting Core Knowledge: Religious values and their impact. Key Vocabulary: kindness, honesty, inspiration, values, everyday life Outline of Main Tasks: Interview or role-play a Sikh explaining how they follow Guru Nanak's teachings. Write a reflection on 	<ul style="list-style-type: none"> Core Knowledge: I know that Sikhs celebrate Guru Nanak's birthday with prayers, processions, and community meals. I know that remembering Guru Nanak helps Sikhs stay connected to their faith. Revisiting Core Knowledge: Religious festivals and their meanings. Key Vocabulary: celebration, procession, remembrance, festival, faith Outline of Main Tasks: Create a class celebration for Guru Nanak's birthday. Include decorations, music, and shared food. 			<p>By the end of the unit children will know the... Core Knowledge</p> <ul style="list-style-type: none"> A: Guru Nanak founded Sikhism and taught that all people are equal. B: Sikhs believe in one God and living truthfully. C: Equality and respect are central to Sikh life. D: Sikh practices include prayer, hymns, and service. E: The Gurdwara is a place of worship and community. F: Guru Nanak's teachings still inspire people today. G: Sikhs celebrate Guru Nanak's life and message. H: Religious values can guide everyday actions. I: Learning about others' beliefs helps us

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	equality and fairness.		respect and equality. Knowledge revisit from Autumn		how his message applies today.	Reflect on what has been learned. Assessment end of unit quiz			understand and respect them. Core Vocabulary <ul style="list-style-type: none">• X: Guru• Y: Equality• Z: Gurdwara
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