

Year 4 Spring 2 MTP

Subject	WK1	WK2	WK3	WK4	WK5	WK6	WK7	Consolidation week	By the end of the unit children will know...
Science Energy: Sound and vibrations	<p>New Core Knowledge: - I know that vibrations cause sound.</p> <p>Revisiting Core Knowledge: - Review previous learning</p> <p>Key Vocabulary: - vibration, sound, volume, pitch</p> <p>Outline of Main Tasks: - Practical investigation and discussion related to weekly focus</p>	<p>New Core Knowledge: - I know that parts of a musical instrument that can vibrate include strings, skin, and columns of air.</p> <p>Revisiting Core Knowledge: - Review previous learning</p> <p>Key Vocabulary: - vibration, sound, volume, pitch</p> <p>Outline of Main Tasks: - Practical investigation and discussion related to weekly focus</p>	<p>New Core Knowledge: - I know that volume is how quiet or loud a sound is.</p> <p>Revisiting Core Knowledge: - Review previous learning</p> <p>Key Vocabulary: - vibration, sound, volume, pitch</p> <p>Outline of Main Tasks: - Practical investigation and discussion related to weekly focus</p>	<p>New Core Knowledge: - I know that stronger vibrations cause the volume of a sound to increase.</p> <p>Revisiting Core Knowledge: - Review previous learning</p> <p>Key Vocabulary: - vibration, sound, volume, pitch</p> <p>Outline of Main Tasks: - Practical investigation and discussion related to weekly focus</p>	<p>New Core Knowledge: - I know that as the distance from a sound source increases, the volume gets quieter.</p> <p>Revisiting Core Knowledge: - Review previous learning</p> <p>Key Vocabulary: - vibration, sound, volume, pitch</p> <p>Outline of Main Tasks: - Practical investigation and discussion related to weekly focus</p>				<p>Core Knowledge: - I know that vibrations cause sound. - I know that parts of a musical instrument that can vibrate include strings, skin, and columns of air. - I know that volume is how quiet or loud a sound is. - I know that stronger vibrations cause the volume of a sound to increase. - I know that as the distance from a sound source increases, the volume gets quieter. - I know that a very high sound (9950 Hz) is caused by the fastest vibrations. - I know that foam is a material that is best at insulating sound. - I know that ear protectors should be worn to muffle loud sounds. - I know that a loud sound that is close would be the loudest. - I know that whales can send sounds up to 1000 miles because sound travels well through water.</p> <p>Core Vocabulary: - vibration, sound, volume, pitch, insulation, frequency, amplitude, decibel, ear protector, soundproof</p>

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<p>History</p> <p>How hard was it to invade and settle in Britain?</p>	<p>New Core Knowledge: I know that the Anglo-Saxons came from Denmark, Germany, and the Netherlands.</p> <p>Reviewing Core Knowledge:</p> <ul style="list-style-type: none"> Recall what <i>invade</i>, <i>conquer</i> and <i>settle</i> mean. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> invade settle kingdom <p>Task Outline:</p> <ul style="list-style-type: none"> Identify who the Anglo-Saxons and Scots were and where they came from; label maps and discuss reasons for invasion. 	<p>New Core Knowledge: I know that the main Anglo-Saxon tribes were the Angles, Saxons, and Jutes.</p> <p>Reviewing Core Knowledge:</p> <ul style="list-style-type: none"> Revisit why Anglo-Saxons came to Britain. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> settlement resources dwelling <p>Task Outline:</p> <ul style="list-style-type: none"> Explore features of an Anglo-Saxon village; sketch or build a simple model showing layout and building choices. 	<p>New Core Knowledge: <i>I know that the Anglo-Saxon 'heptarchy' was made up of seven kingdoms.</i></p> <p>Reviewing Core Knowledge:</p> <ul style="list-style-type: none"> Revisit what artefacts can tell us about the past. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> artefact burial inference <p>Task Outline:</p> <ul style="list-style-type: none"> Study items found at Sutton Hoo; make inferences about beliefs, status and daily life using object clues. 	<p>New Core Knowledge: <i>I know that the discovery at Sutton Hoo shows the Anglo-Saxons had skilled craftsmen and traded with other parts of the world.</i></p> <p>Reviewing Core Knowledge:</p> <ul style="list-style-type: none"> Revisit Pagan beliefs and gods. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Pagan Christianity conversion <p>Task Outline:</p> <ul style="list-style-type: none"> Explore how missionaries spread Christianity; compare Pagan and Christian practices and create a simple timeline. 	<p>New Core Knowledge: <i>I know that Christianity was spread in Anglo-Saxon Britain by missionaries who came to teach people about Christian beliefs.</i></p> <p>Reviewing Core Knowledge:</p> <ul style="list-style-type: none"> Revisit Anglo-Saxon kingdoms and leadership. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> reign defence evidence <p>Task Outline:</p> <ul style="list-style-type: none"> Examine sources describing Alfred; weigh actions such as defence, learning and leadership to form a judgement. 				<p>Core Knowledge:</p> <ul style="list-style-type: none"> I know who the Anglo-Saxons and Scots were, where they came from, and why they invaded and settled in Britain. I know what typical Anglo-Saxon settlements looked like, including how and why they chose places to live and how their homes were built. I know what the discoveries at Sutton Hoo tell us about Anglo-Saxon beliefs, social structure and everyday life. I know how Christianity arrived in Anglo-Saxon Britain and how the conversion from Paganism changed beliefs and practices. I know who King Alfred was and can explain why some people consider him 'Great', including what the evidence shows about his decisions and leadership. I know how Anglo-Saxon rule ended and can describe the key events that led to the Norman takeover of England. <p>Core Vocab</p> <ul style="list-style-type: none"> Invade Settle Pagan Conversion Kingdom Artefact
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<p>PSHE Families and relationships</p>	<p>New Core Knowledge - I know what human rights are and why they matter to everyone.</p> <p>Revisiting Core Knowledge - Class rules and responsibilities - Respecting differences</p> <p>Key Vocabulary - human rights - responsibility - United Nations</p> <p>Outline of Main Tasks - Explore the Human Rights Convention; sort wants vs needs; class discussion</p>	<p>New Core Knowledge - I know how reusing items helps the environment and community.</p> <p>Revisiting Core Knowledge - Reduce–reuse–recycle - Personal choices and impact</p> <p>Key Vocabulary - reuse - environment - sustainability</p> <p>Outline of Main Tasks - Plan a simple reuse campaign (posters or pledge cards)</p>	<p>New Core Knowledge - I know the range of groups that exist in the wider community and what they do.</p> <p>Revisiting Core Knowledge - Belonging to groups - Community helpers</p> <p>Key Vocabulary - community - volunteer - group</p> <p>Outline of Main Tasks - Community groups carousel: match roles to local examples</p>	<p>New Core Knowledge - I know how different groups contribute to a community.</p> <p>Revisiting Core Knowledge - Roles and responsibilities - Working together</p> <p>Key Vocabulary - contribution - role - cooperation</p> <p>Outline of Main Tasks - Role-play planning a community event: assign roles and tasks</p>	<p>New Core Knowledge - I know why diversity makes communities stronger and fairer.</p> <p>Revisiting Core Knowledge - Respect and inclusion - Anti-bullying messages</p> <p>Key Vocabulary - diversity - inclusion - respect</p> <p>Outline of Main Tasks - Create a 'Our diverse community' collage and reflection statements</p>				<p>Core Knowledge - Human rights protect everyone's needs and freedoms - Citizens can care for the environment through reuse and responsible choices - Communities are made up of different groups with varied roles - Groups contribute and cooperate to improve community life - Diversity and inclusion strengthen communities - Local councillors represent people and make decisions in local government</p> <p>Core Vocabulary - human rights - responsibility - community - diversity - local government - councillor</p>
<p>DT Slingshot car</p>	<p>New Core Knowledge: - I know that petrol is the least sustainable way to power a car.</p> <p>Revisiting Core Knowledge: - Review previous learning</p> <p>Key Vocabulary: - bearing, axle, mechanism, prototype</p> <p>Outline of Main Tasks: - Practical design and build activity linked to weekly focus</p>	<p>New Core Knowledge: - I know that a problem statement describes what a product should do.</p> <p>Revisiting Core Knowledge: - Review previous learning</p> <p>Key Vocabulary: - bearing, axle, mechanism, prototype</p> <p>Outline of Main Tasks: - Practical design and build activity linked to weekly focus</p>	<p>New Core Knowledge: - I know that a bearing is a part that helps reduce friction in moving parts.</p> <p>Revisiting Core Knowledge: - Review previous learning</p> <p>Key Vocabulary: - bearing, axle, mechanism, prototype</p> <p>Outline of Main Tasks: - Practical design and build activity linked to weekly focus</p>	<p>New Core Knowledge: - I know that wood is a durable material choice.</p> <p>Revisiting Core Knowledge: - Review previous learning</p> <p>Key Vocabulary: - bearing, axle, mechanism, prototype</p> <p>Outline of Main Tasks: - Practical design and build activity linked to weekly focus</p>	<p>New Core Knowledge: - I know that an exploded diagram shows how parts fit together.</p> <p>Revisiting Core Knowledge: - Review previous learning</p> <p>Key Vocabulary: - bearing, axle, mechanism, prototype</p> <p>Outline of Main Tasks: - Practical design and build activity linked to weekly focus</p>				<p>Core Knowledge: - I know that petrol is the least sustainable way to power a car. - I know that a problem statement describes what a product should do. - I know that a bearing is a part that helps reduce friction in moving parts. - I know that wood is a durable material choice. - I know that plastic is the least sustainable material. - I know that a wooden dowel is non-</p>

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renewable.
 - I know that an exploded diagram shows how parts fit together.
 - I know that a prototype is a simple model used to test a design.
 - I know that a mechanism is made of parts that move together.
 - I know why it is important to test and evaluate a product.

Core Vocabulary:
 - bearing, axle, dowel, prototype, mechanism, friction, exploded diagram, sustainability, durable, evaluate

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Music Rock and roll	<p>New Core Knowledge - To describe the Hanami festival using suitable words and sounds.</p> <p>Revisiting Core Knowledge - Interrelated dimensions: tempo, dynamics, pitch - Prior unit: Changes in pitch, tempo and dynamics (Rivers)</p> <p>Key Vocabulary - haiku - timbre - dynamics</p> <p>Outline of Main Tasks - Describe Hanami and add percussion/voice sound effects to match meanings</p>	<p>New Core Knowledge - To represent a blossom tree using sounds.</p> <p>Revisiting Core Knowledge - Selecting instruments to match vocabulary - Recognising changes in timbre</p> <p>Key Vocabulary - texture - timbre - col legno</p> <p>Outline of Main Tasks - Create blossom soundscapes using instrument techniques (e.g., col legno)</p>	<p>New Core Knowledge - To identify different musical features using descriptive vocabulary.</p> <p>Revisiting Core Knowledge - Naming and describing musical dimensions - Linking words and music</p> <p>Key Vocabulary - tempo - pitch - structure</p> <p>Outline of Main Tasks - Write a blossom haiku and map musical features to each line</p>	<p>New Core Knowledge - To work as a group to create a piece of music celebrating Hanami.</p> <p>Revisiting Core Knowledge - Group composition routines - Choosing instruments and sounds</p> <p>Key Vocabulary - melody - ostinato - compose</p> <p>Outline of Main Tasks - Compose haiku melodies and arrange parts for a class performance</p>	<p>New Core Knowledge - To perform a piece of music to celebrate Hanami.</p> <p>Revisiting Core Knowledge - Performance skills: accuracy and expression - Listening to others and ensemble balance</p> <p>Key Vocabulary - ensemble - expression - performance</p> <p>Outline of Main Tasks - Rehearse and perform the Hanami haiku piece with evaluation</p>				
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Core Knowledge
 - Hanami can inspire musical ideas and descriptive vocabulary
 - Interrelated dimensions (tempo, dynamics, pitch, texture, timbre) shape sound
 - Instrument techniques (e.g., col legno) change timbre and texture
 - Groups compose by selecting sounds that match images/words (haiku)
 - Performing requires listening, accuracy and expression
 - Evaluation improves performance through targeted changes

Core Vocabulary
 - haiku
 - timbre
 - col legno
 - tempo

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									- dynamics - texture
PE Invasion Games	<p>New Core Knowledge I know how to run with good posture, drive my arms and control my pace.</p> <p>Revisiting Core Knowledge Warm-ups and how exercise affects the body.</p> <p>Key Vocabulary posture, stride, pace</p> <p>Outline of Main Tasks Warm-up; practise sprint starts; pacing runs; short timed run for a first personal best.</p>	<p>New Core Knowledge I know how to use a controlled run-up, take-off and safe landing.</p> <p>Revisiting Core Knowledge Jumping control and body coordination.</p> <p>Key Vocabulary rotation, release, follow-through</p> <p>Outline of Main Tasks Warm-up; run-up practice; take-off foot drill; soft-landing technique; measure jumps.</p>	<p>New Core Knowledge Jumping control and body coordination.</p> <p>Revisiting Core Knowledge rotation, release, follow-through</p> <p>Key Vocabulary - pass - receive - accuracy</p> <p>Outline of Main Tasks Warm-up; push-throw practice; foam javelin technique; record throwing distances.</p>	<p>New Core Knowledge I know how to keep a steady pace over longer distances.</p> <p>Revisiting Core Knowledge Sprint vs. pace differences.</p> <p>Key Vocabulary stamina, rhythm, endurance</p> <p>Outline of Main Tasks Warm-up; paced laps; mid-distance run; compare time to a target pace.</p>	<p>New Core Knowledge I know how to improve my personal best by refining my technique.</p> <p>Revisiting Core Knowledge Running, jumping and throwing techniques.</p> <p>Key Vocabulary technique, personal best, evaluate</p> <p>Outline of Main Tasks Warm-up; rotate between sprint, jump and throw stations; record results; set next-step goals.</p>			s	<p>Core Knowledge - Find and use space to retain possession and create attacking opportunities - Dribble with control, keeping the ball close and looking up - Pass and receive accurately while moving into space - Apply simple attacking and defending principles (support runs, marking, interception) - Work as a team, communicate and follow rules and fair play</p> <p>Core Vocabulary - space - dribble - pass - marking - intercept - tactics</p>
French Water Cycle	<p>New Core Knowledge - To learn and respond to French weather phrases.</p> <p>Revisiting Core Knowledge - Numbers and days from Unit 3 - Sentence starter: Il fait ...</p> <p>Key Vocabulary - il fait chaud - il pleut - il fait froid</p>	<p>New Core Knowledge - To repeat short phrases accurately with pronunciation (French weather rap).</p> <p>Revisiting Core Knowledge - Phonics practice of target sounds - Recap weather phrases</p> <p>Key Vocabulary - il fait beau - il neige - il y a du vent</p>	<p>New Core Knowledge - To describe the weather using points of the compass.</p> <p>Revisiting Core Knowledge - Compass points - Use of 'dans le ...' + compass point</p> <p>Key Vocabulary - le nord - le sud - l'ouest</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge - To recognise written French words for multiples of ten and link to temperature.</p> <p>Revisiting Core Knowledge - Numbers: 10–100 - Il fait ... degrés</p> <p>Key Vocabulary - trente - quarante - soixante</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge - To understand and describe the water cycle in French.</p> <p>Revisiting Core Knowledge - Key weather phrases - Linking sentences with simple conjunctions</p> <p>Key Vocabulary - l'eau - pluie - nuages</p> <p>Outline of Main Tasks</p>				<p>Core Knowledge - Six to eight core weather phrases and accurate pronunciation - Compass points and directional sentences for describing location - Numbers in multiples of ten to express temperature - Map skills to place symbols and describe regional weather - French cognates in the water cycle support comprehension</p>

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	Outline of Main Tasks - Physical response game showing understanding of 6–8 weather phrases	Outline of Main Tasks - Perform a short weather rap focusing on accurate pronunciation	- Compass points game: say and move to correct direction for a given weather sentence	- Match temperature numerals and words; say correct number for a temperature	- Sequence and label the water cycle in French using cognates and key phrases				Core Vocabulary - il fait beau - il pleut - le nord - trente - il y a du vent - nuages
Computing Computational Thinking	New Core Knowledge I know how to use the home row to type accurately. Revisiting Core Knowledge Algorithms and debugging from Scratch. Key Vocabulary home row, accuracy, algorithm Outline of Main Tasks Short drills on ASDF/JKL; create a simple “log on” algorithm.	New Core Knowledge I know how to find posts, files and assignments in Teams. Revisiting Core Knowledge Home row accuracy from last week. Key Vocabulary Teams, channel, post, files Outline of Main Tasks Tour Class Team; reply to a post; upload a file using a checklist	New Core Knowledge I know how to make and share a short quiz in Forms. Revisiting Core Knowledge Using Teams to share learning. Key Vocabulary Forms, quiz, response Outline of Main Tasks Build a 4–6 question quiz; share link; view responses.	New Core Knowledge I know how to format a document and make clear slides. Revisiting Core Knowledge Creating and sharing quizzes. Key Vocabulary heading, slide, layout, save Outline of Main Tasks Make a one-page fact sheet (headings + image with alt text); create 3 slides; save in correct folder	New Core Knowledge I know what cookies/pop-ups are and how to manage them safely. Revisiting Core Knowledge Organising work in Office/Teams. Key Vocabulary cookie, consent, pop-up Outline of Main Tasks Explore a cookie banner; sort pop-ups into accept / ask / close; write two privacy rules	Re do			Core Knowledge - HTML uses tags to structure content (headings, paragraphs, images) - Tags come in pairs with opening and closing; nesting controls hierarchy - Attributes (e.g., src, alt) modify elements; alt supports accessibility - Developer tools allow safe inspection and temporary edits of web pages - Semantic elements and clear headings improve accessibility and SEO Core Vocabulary - HTML - tag - element - attribute - - alt
RE Mohammed	New Core Knowledge - I know key events from the childhood of Prophet Muhammad and how Muslims interpret them today. Revisiting Core Knowledge - What a <i>prophet</i> is. - Where Islam began (Makkah). Key Vocabulary - prophet; Makkah; character	New Core Knowledge - I know how Muhammad’s early life led towards prophethood and revelation via the angel Jibril. Revisiting Core Knowledge - Honesty/integrity in work. - Support from Khadija. Key Vocabulary - Jibril; revelation; integrity	New Core Knowledge - I know the challenges Muhammad faced during prophethood and how Muslims view resilience. Revisiting Core Knowledge - Persecution in Makkah. - <i>Hijra</i> (migration) to Madinah. Key Vocabulary - Hijra; resilience; persecution	New Core Knowledge - I know examples of Muhammad’s leadership and how they inspire Muslims today. Revisiting Core Knowledge - Community building in Madinah. - Justice and compassion in leadership. Key Vocabulary - leadership; justice; compassion	New Core Knowledge - I know how the Qur’an and Hadith guide Muslims today and how sayings are interpreted. Revisiting Core Knowledge - Difference between <i>Qur’an</i> and <i>Hadith</i> . - <i>Sunnah</i> (example of the Prophet). Key Vocabulary - Qur’an; Hadith; Sunnah				By the end of the unit children will.... Core Knowledge - Muhammad’s life (childhood → prophethood) is a source of inspiration for many Muslims. - Muslims believe revelation was received through the angel Jibril. - Muhammad faced challenges; his responses model resilience and faith. - Leadership emphasised

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	<p>Outline of Main Tasks - Timeline of childhood events and short discussion: how do these inspire Muslim values today?</p>	<p>Outline of Main Tasks - Story map: from meditation at Hira to first revelation; define <i>revelation</i>.</p>	<p>Outline of Main Tasks - Case study: identify challenges and responses; write a short resilience reflection.</p>	<p>Outline of Main Tasks - Role-play "class council": model fair leadership and link actions to modern inspiration.</p>	<p>Outline of Main Tasks - Text detective: match short Qur'an/Hadith extracts to modern actions; discuss interpreta</p>				<p>justice, compassion and building community. - Qur'an and Hadith (Sunnah) guide beliefs and actions today. - Teachings include care for animals and the natural world.</p> <p>Core Vocabulary - prophet; revelation; Jibril; Qur'an; Hadith; Sunnah</p>
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