



Year Four

Power Pages for Home Learning

This booklet is designed to support children with learning they can do at home.

Power Pages

What are Power Pages?

In a nutshell, a Power Page is a summary of the key foundational knowledge for each topic studied, that we expect children to embed in their long term memories and to retain as they move through the school. We have Power Pages for each of the History, Geography and Science topics and year group pages for Music and Art. They were developed over a period of two years by the teachers, led by the Subject Leaders.

At school, the children's Power Pages are A4 and they are kept in a personal folder. Children use them continuously as they work through a topic. They return to them throughout the year to keep embedding those key facts and figures. When they move on to their next class, they will keep returning to this core knowledge.

Teachers run regular quizzes to check progress and to identify gaps in learning.

The end of year judgement as to whether your child has met the age related expectations for the year group is based partly on these quizzes, combined with how well they attain in lessons. This is what you will see on the annual report.

At the end of the year, children who score 98% in the Scholarship Quiz are awarded a Scholar pin badge to wear on their uniform for the next year.

What to do at home

You will receive a booklet once a term with updated power pages. Keep this one safe so that you can refer back to it!

Parents should help and encourage children to learn the content of the Power Pages. You might read them together, play 'can you find where it shows...' or quiz them on the contents once they have committed it to memory.

Home Learning for Year Four

Annual Overview of Topics

Autumn Term	Spring Term	Summer Term
Hazards and Human Impact Ancient Egyptians	Changing State Hola! Equal Rights- Malala	Ancient Greeks Teeth and Digestion Eco Project

Learning for the Autumn Term

Geography:

Earthquakes and tsunamis; Egypt; the Nile

Science:

Classification; environments posing danger for animals; food chains; scientist– Jane Goodall; sound and vibrations

EPR:

Self confidence and esteem; democracy and voting; family is the building block of society; life is a gift from God; name parts of body; know address /telephone number

DT:

Sewing: running and back stitch; over-hand knot; make falafel burgers;

History:

Egyptians; Tutankhamun and Howard Carter; gods and goddesses; the after-life; society hierarchy; Rosetta Stone

Art: Katsushika Hokusai; quilling; create moods with colour and shading; layer to add depth; shading to show light and shadow

Drama and Dance:

Creating characters, influencing feelings; copy and repeat dance moves; perform with rhythm

Music:

Mamma Mia: use notation to play;

improvise; length of crochet, minim and semibreve; use drone to add timbre

Computing:

Online safety; recording voices; ArcGIS mapping; coding; touch typing

RE:

The call of Abraham; Ruth; Jacob; Solomon; Samuel; Jesus calls the disciples; Confirmation; the gift of the Spirit; Sean Devereux; the gift of love; Isaiah’s prophecy; symbols of the gifts of the wise men;

PE: Travelling across floor and low level apparatus; RealPE games

Year 4 Sound

Facts I need to know

1. Sound is a type of energy and sounds are made because something is **vibrating**.
2. Vibrations from sounds, travel through a **medium** to the ear.
3. Sounds get **fainter** as the distance from the sound source **increases**.
4. There are patterns between the **pitch** of a sound and features of the object that produced it.
5. The **louder** a sound, the bigger the vibrations that produced it.

Pitch

Pitch is how **low** or **high** a sound is.



The longer bars on the xylophone make a **lower** sound.

The shorter bars on the xylophone make **higher** sounds.

How we hear



- Vibrations in the air enter the ear.
- Vibrations cause the eardrum to vibrate.
- The vibrations are then passed to the middle ear and then the inner ear.
- This send messages to the brain, which are interpreted as sounds.

The volume of sound

The **closer** we are to a sound source, the **louder** sound is.

A train arriving at a station sounds loud.



The **further away** we are from a sound, the **fainter** the sound.

A train in the distance sounds quieter.



Key Vocabulary

vibrate	To move back and forwards quickly.
vibrations	Sounds are made when something vibrates.
sound source	Something that is producing sound.
volume	How loud or quiet a sound is.
sound waves	When something is vibrating, it causes the nearby air particles to vibrate. This causes other nearby air particles to vibrate. These vibrating particles make up a sound wave.
muffle	To reduce the volume of sound.

Sound travels

As well as air (gases), sound can travel through solids and liquids. We call the substance the sound is travelling through a **medium**.

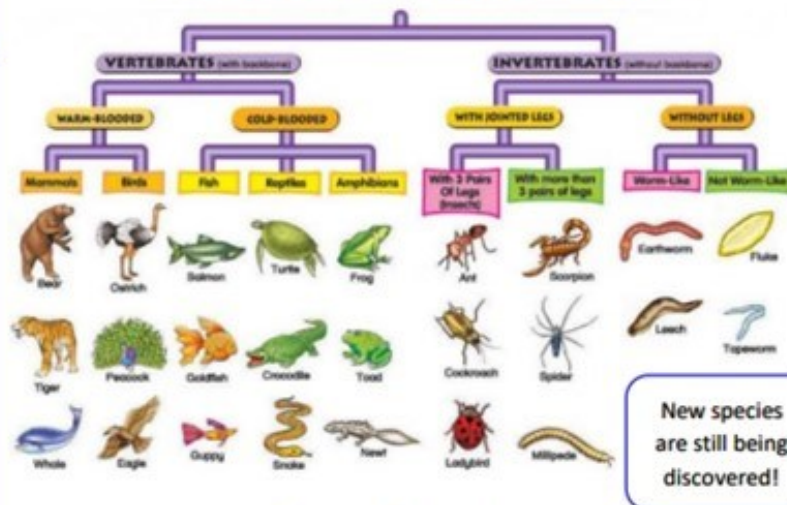


Year 4 Animals and their Habitats

Facts I need to know

1. Animals are **classified** into broad groups according to common observable **characteristics**.
2. Living things **depend** upon their habitats to give them everything they need to live and grow.
3. **Environments** can change and this can sometimes pose dangers to living things.
4. Humans can **negatively affect** an environment by their actions.
5. Humans can make **positive changes** to an environment.
6. **Natural disasters** can have a negative impact on an environment and the animals that live there.
7. Some animal species are **under threat** as their habitats are being destroyed.
8. **Food chains** show how living things in a habitat are linked by what they eat.

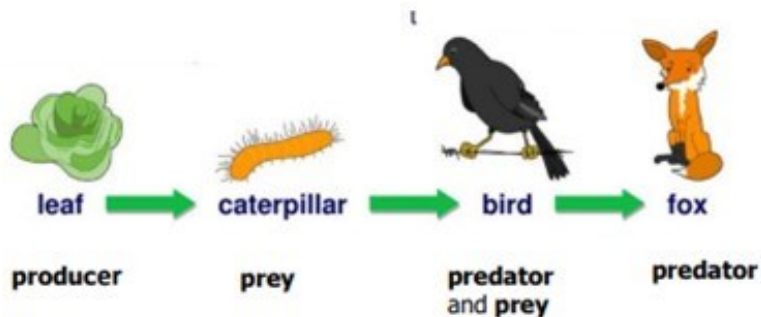
Classification of Animals



Food Chains

A food chain begins with a **plant** because plants make their own food by photosynthesis. They are called **producers**.

Animals cannot make their own food and have to get their food from other living things like plants and animals. They are called **consumers**.



A leaf is **eaten by** a caterpillar which is then **eaten by** a bird, which is then **eaten by** a fox.

Key Words

Classification	Grouping things based on their characteristics so that they can be identified.
Classification key	A series of yes/no questions that help us identify or classify things.
Environment	The conditions in which a living things exists. Soil, climate and other living things all count as part of the environment.
Photosynthesis	The process by which green plants make their own food.
Depend	Living things need each other for different things.
Vertebrate	An animal with a backbone.
Invertebrate	An animal without backbone.
Predator	An animal that hunts and eats other animals.
Prey	An animal that is killed by another animal for food.

How can humans have an impact on the environment?

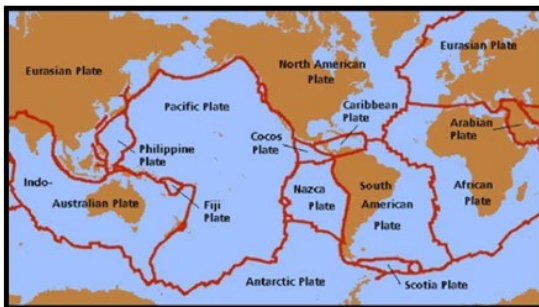
Positive impact	Negative impact
Setting up a nature reserve Tree planting Creating a garden pond	Littering Deforestation Air pollution Plastics in the oceans

Year 4 Geography Hazards and Human Impact

Facts to know about Earthquakes

1. **Earthquakes are hazards** and happen when two pieces of the Earth's crust suddenly slip. These pieces of the Earth's crust are called **tectonic plates**.
2. This causes **shock waves to shake** the surface of the Earth.
3. Earthquakes usually occur on the edges of large sections of **tectonic plates**.
4. The largest earthquake ever recorded happened in Chile on 22nd May 1960 known as the **Valdivia Earthquake** measuring 9.5 on MM scale.
5. When earthquakes happen underwater, **tsunamis** may occur. They can cause significant issues like enormous floods, damage to buildings and loss of life.

Tectonic Plates

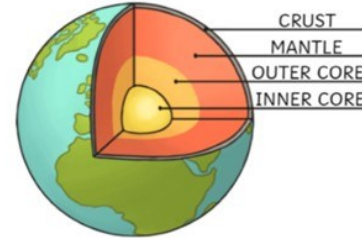


A **hazard** is a natural event which has the potential to cause problems for people. It is only a **disaster** when the hazard (e.g. an earthquake) affects humans. Most hazards happen without any problems.

Layers of Earth

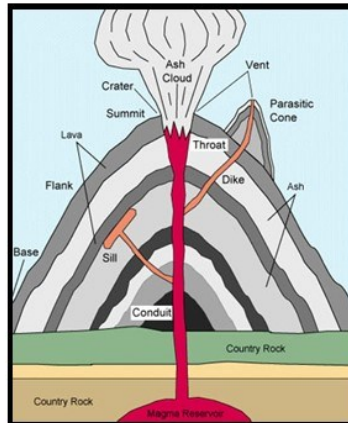
The Earth is made up of layers. It has an **inner core, outer core, mantle and crust**.

The **crust** is divided into **tectonic plates**.



Volcanoes

A **volcano** is an opening in the Earth's crust that allows magma, hot ash and gases to escape. When it escapes, it is called **lava**. Volcanoes can look like mountains or small hills, depending on what type they are. **Some are flat.**



Magma Molten rock that is so hot it has turned into liquid.



Fact to know

Chile is on the edge of a large **tectonic plate** and holds an estimate of **2,900** volcanoes, 90 of which currently show some sort of activity.

Moment Magnitude Scale

Measures the magnitude (size) an earthquake is. It used to be called the Richter Scale.

0-2	Not felt by people
2-3	Felt little by people
3-4	Ceiling lights swing
4-5	Walls crack
5-6	Furniture moves
6-7	Some buildings collapse
7-8	Many buildings destroyed
8-Up	Total destruction of buildings, bridges and roads

Why do people settle in hazardous areas?

Often the ground is very **fertile** which makes it excellent for growing crops.

In Iceland, where there are active volcanoes, the power generated by the lava flow underground, is used to make electricity for the whole country free of charge.

Year 4 History

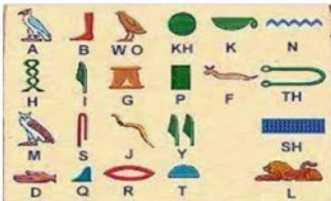
Ancient Egyptians

Facts to read and know

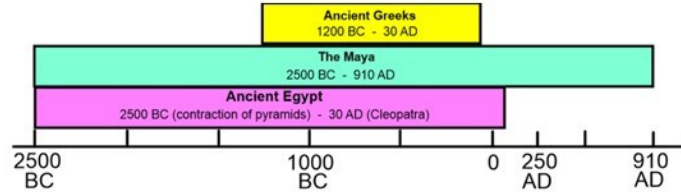
- The Ancient Egyptians preserved bodies through **mummification** in order to be returned together with the person's soul in the **afterlife**. It took about 70 days.
- The Ancient Egyptians were **Polytheistic** (believed in many different gods and goddesses) like Important:
 - Amun** (King of the gods),
 - Ra** (god of the sun),
 - Mut/Maat** (Mother goddess),
 - Isis** (goddess of marriage and wisdom),
 - Osiris** (god of the living),
 - Horus** (god of the sky),
 - Anubis** (god of the afterlife),
 - Seth** (god of chaos).



Canopic jars



Hieroglyphic alphabet



The Valley of the Kings The Tomb of Tutankhamun

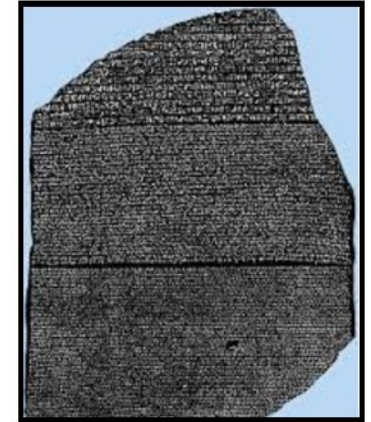
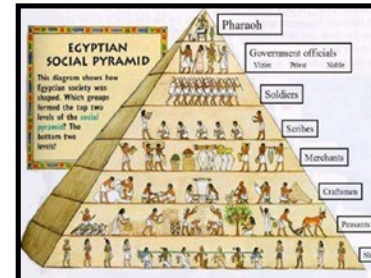
- An area in Egypt where many **Pharaohs** and other rich people were buried.
- Howard Carter** was a British archaeologist who discovered the tomb of the Pharaoh, Tutankhamun in **1922** in the **Valley of the Kings**.
- Tutankhamun** was 19 years old when he died.
- A **tomb** is where a Pharaoh would have been buried, sometimes in pyramids.
- Lord Caernarvon** was a rich man who paid for Howard Carter to excavate the tomb. People like him wanted the treasures to take home to England and show off.



What did Howard Carter find?



The **rope 'lock'** was in tact which means that the tomb had not been opened since Tutankhamun was buried. Many others had been **looted**.



Rosetta Stone—very important!

The stone translates three languages—**Ancient Greek, hieroglyphic and Demotic**.

When it was found in 1799, people could read the Greek and so translated the hieroglyphics. This meant they could read the ancient messages in tombs!

The **Rosetta Stone** is named after the town it was discovered in, a town called Rosetta, on the Mediterranean coast in Egypt.

It lists all the good things that Pharaoh does for his

Monarchy and Power

Pharaohs were monarchs. They were powerful rulers.

They needed to be strong in front of their enemies and their own people. All monarchs needed an **heir** to carry on their **dynasty**—their family line.



Year 4 Geography of Egypt

Where is Egypt?

Egypt is in **Northeast Africa**. The

Why is there a settlement at Cairo?

Cairo is located where the **River Nile** meets the **Mediterranean Sea**. **Cairo** is a **megacity** (more than 10 million).

From **3500BC** people settled along the Nile for transport, water supply, trade, fishing and growing crops.

Land use— recreational, commercial, residential. Lots of tourists visit Cairo

From Cairo you can see the Great



Egypt is in the continent of Africa



Key Vocabulary

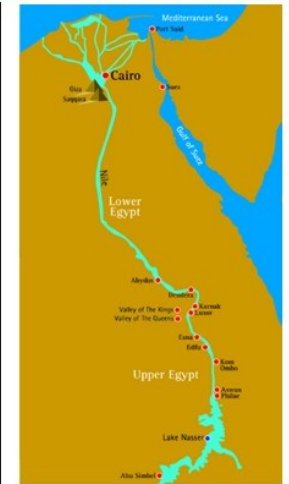
Africa is located between the Atlantic, Southern and Indian Ocean.

Oceans cover nearly 71 percent of Earth's surface.

There is **one world ocean**, but it is divided into five main areas: the Pacific, the Atlantic, the Indian, the Arctic, and the Southern, or Antarctic.

Facts about the Nile

1. A river is a natural channel of flowing water running to the sea.
2. The **River Nile** flows through Egypt (south to north) to the Mediterranean Sea.
3. The Nile is important for transport, water supply, trade and growing crops.



The Sahara Desert

This is the largest **hot desert** in the world. **Egypt** lies in the Sahara. A desert is a large area of flat land or sand where almost no rain falls.



The size of the UK compared to Egypt.



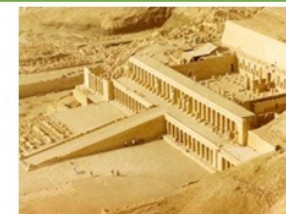
Human Geography of Egypt

Made by humans
e.g. The Pyramids at Giza, the megacity settlement of Cairo, the Aswan Dam

Physical Geography of Egypt

Natural, not made by humans
e.g. River Nile, Sahara Desert.

The Temple of Hapshetsut

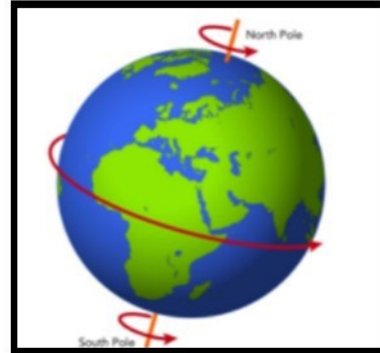


The UK and Ireland

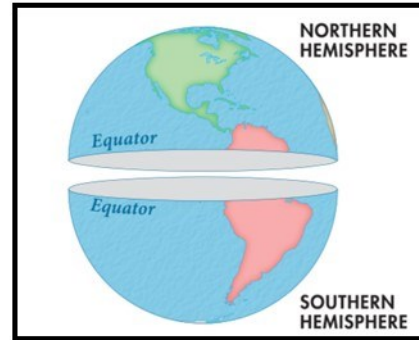


Year 4 Where in the World?

The **South Pole** is in **Antarctica**.
The **North Pole** is in the **Arctic**.

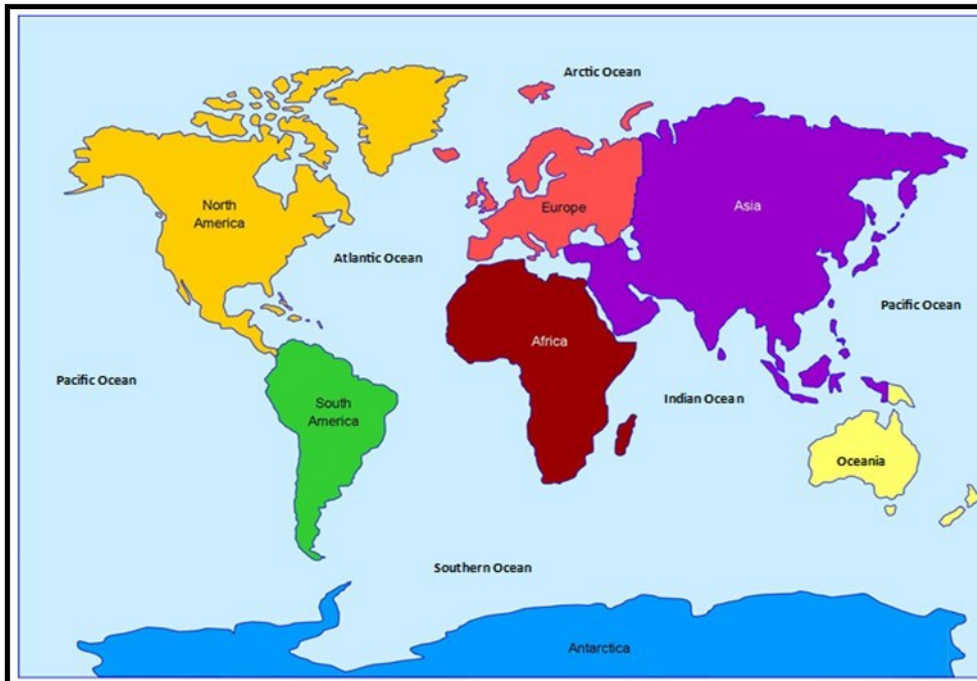


The **equator** is an imaginary line which goes around the centre of the earth. It divides it into the Northern and Southern Hemisphere.



The region of Earth's surface that is closest to the Equator is called the tropics. Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the Tropic of Cancer marks the northern edge. The line called the Tropic of Capricorn marks the southern edge.

The Seven Continents and Five Oceans



Local Rivers

River Thames runs through **London**.

River Mole runs through **Leatherhead**.

Hogsmill River runs through **Ewell Village**.



Cuckmere River runs through **Sussex**.

World Rivers

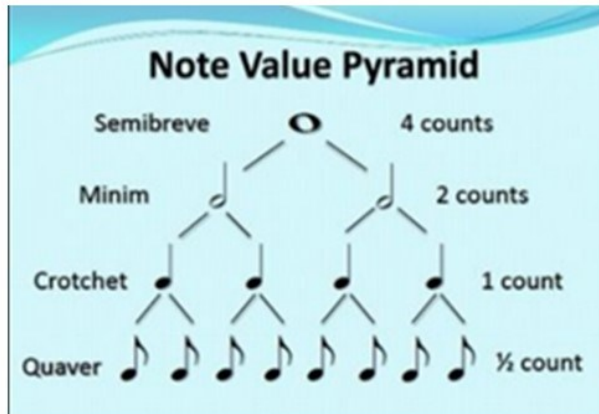
River Amazon runs through **Brazil**.

Year 4 Music

Facts to read and know


1. A crotchet has 1 count / beat duration 
2. A minim has 2 counts /beats duration 
3. A quaver has half a beat duration

It can be written like this or 2 together.

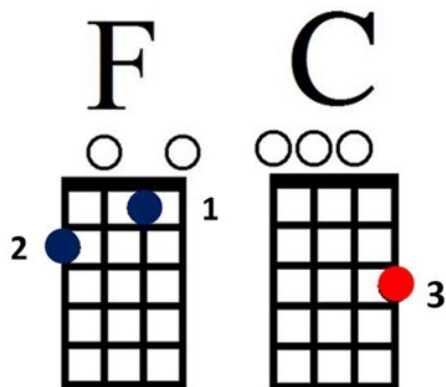


Every **G**ood **B**oy **D**eserves **F**un
FACE

Key Vocabulary

Timbre	Quality of sounds
Ostinato	Repeated melody or rhythm pattern. 
Piano	soft
Forte	loud
Duration	length of notes e.g. long, short
Drone	Notes which sound all the time during a piece of music
Concerto	A piece of music for a solo instrument and an orchestra
Canon	When 2 or more parts "imitate" each other in the music.
Solo Soloist	Playing an instrument or singing alone.

Ukulele chords:



G C E A
4 strings we play

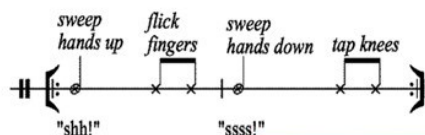


Fanfare chords:

Choose alternate notes to create a fanfare e.g.

C D E F G = C, E and G
G A B C D = G, B and D

Modern British Composer:
Anna Meredith born 1978
 Body percussion sounds
 Creating motifs and sequencing them
 into an interesting piece.



Find the brass instruments in the orchestra:
 Horns, trumpets, trombones and tubas

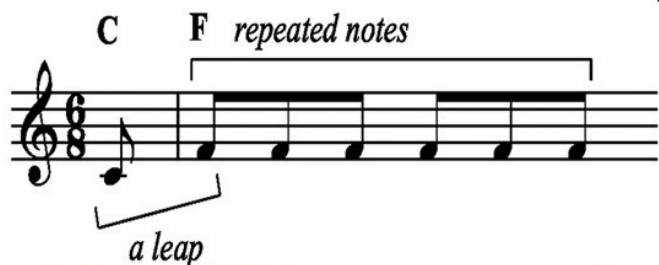


Concerto: One main solo instrument with the orchestra. Listen for the galloping lively rhythms and how the orchestra imitates copies the soloist.

Austrian Classical Composer:
Wolfgang Amadeus Mozart (1756-1791)



Horn Concerto:



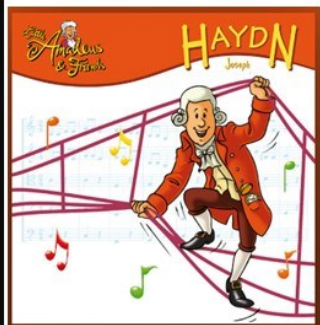
Austrian Classical Composer:

Josef Haydn (1732-1809)

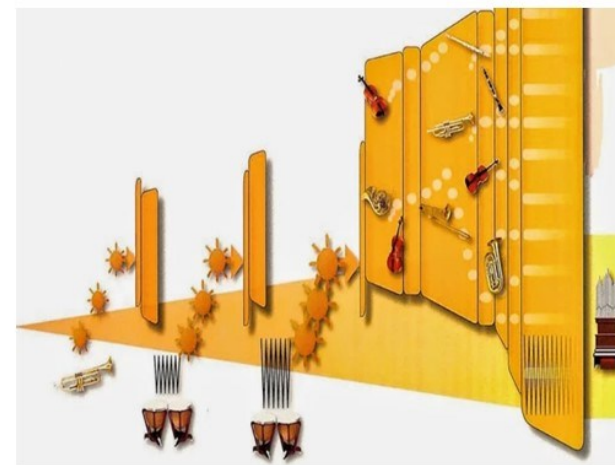


“The Father of Classical music”

Trumpet Concerto:



German Composer:
Richard Strauss (1864-1949)
“Also Sprach Zarathustra”
 Listening map:

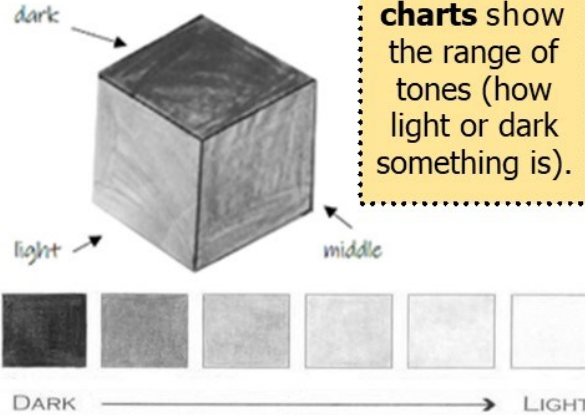


Year 4 Art Skills

Key Words

Middle ground Objects between the foreground and the background in a picture or scene.

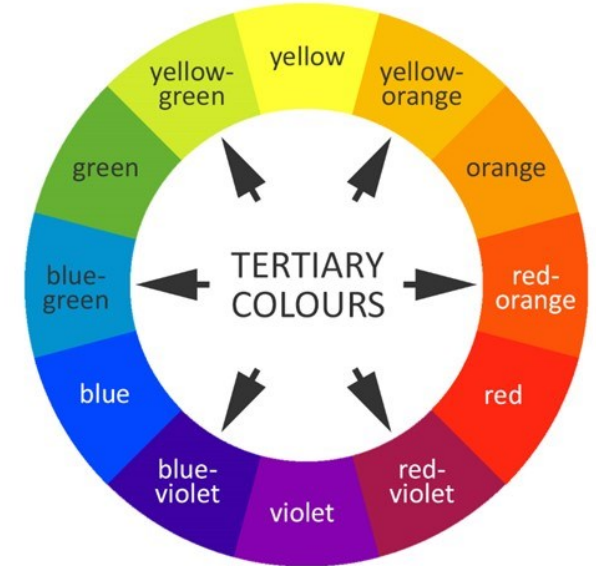
Silhouette The image of a person/object represented as a solid shape of a single colour (usually black) against a lighter background.



Tonal value charts show the range of tones (how light or dark something is).

Colour Theory

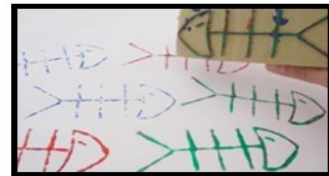
The Colour Wheel



Tertiary colours
These are made by mixing an equal amount of a primary colour with a secondary colour.

Moulding clay

Pottery looked at before: **Bronze Age Bell Beakers** and **Clarice Cliff**



Creating printing blocks



Quilling

HOW TO JOIN CLAY

- 1 **SCORE**
- 2 **SLIP**
- 3 **STICK**
- 4 **SMOOTH**

Making scratches on to the edges of **both** pieces of clay to be joined.

Adding a **little** bit of water to join the two pieces.

Pressing and sealing the two pieces together.

Batik

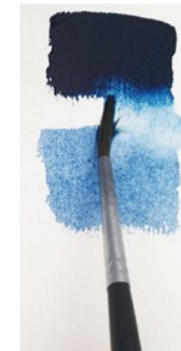
Batik is a method of dyeing cloth and making certain areas **resistant** traditionally using wax. Such fabrics originally come from Indonesia.



Printmakers looked at before: **William Morris** and **Andy Warhol**

Blending

It is a technique of gently and gradually merging two or more colours so that the lines between them are soft.



Year 4 Art History

Katsushika Hokusai

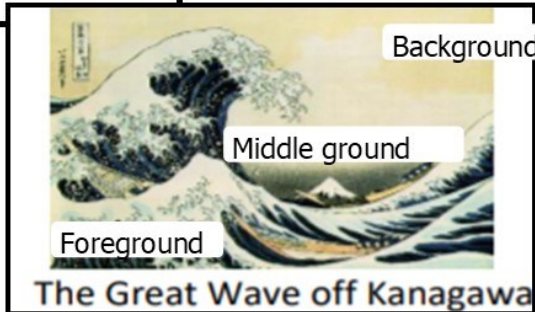
- Born about **1760**.
- He had **over 30 different names**.
- He painted a series of pictures called **36 views of Mount Fuji**.



Chōshi in Shimosha

Art technique: painting and printmaking.

Perspective is a way of showing objects on the flat surface of a picture so that they seem the correct size and distance from one another.



The Great Wave off Kanagawa

Painters looked at before: **Vincent Van Gogh, David Hockney, JMW Turner, Alma Thomas** and **Stephen Wiltshire**.

Ancient Egyptian Art

- Much of what we know about Egyptian art comes from the decorations in **tombs**.
- They mainly used **green, red, blue, yellow, white and black** to show meaning and power.



- Artists drew from **memory**.
- Much of the artwork was based on **religion, beliefs** and **nature**.

Ancient Greek Art



- Greek urns tell us about **life** in Ancient Greece.
- Examples date from **1000BC–700BC**.
- Two decoration methods used: **black-figure** and **red-figure**.
- Urns also had **bold strong patterns** and many used **geometric shapes**.

Historical art looked at before: **Cave paintings at Lescaux** and **Roman mosaics**.

Joan Miró

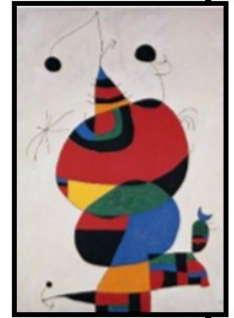


- Born in **1893** and died in **1983**.
- Spanish **Surrealist** artist.
- He used:
 - ⇒ **lines**
 - ⇒ **strong colours** (e.g. red, blue).
 - ⇒ **organic shapes** (natural e.g. leaves).

⇒ **geometric shapes** (e.g. squares, triangles).

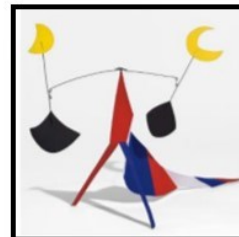
- Miró used '**automatic painting**', where he moved his hand unconsciously across the paper and made shapes. He then joined these shapes to create a larger shape.

Art technique: painting.



Surrealism is a type of art where things that were painted were less realistic.

Alexander Calder



- Born in **1898** and died in **1976**.
- American **Surrealist sculptor** from the similar time as Joan Miró.
- Famous for his hanging **wire mobiles**.

Art technique: sculpture.

el invierno



La primavera



El verano



El otoño



Year 4 Spanish Autumn

Las fechas y las estaciones

Key Vocabulary

LOS MESES

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Los numeros 11-31

11 Once

12 doce

13 trece

14 Catorce

15 Quince

16 Dieciseis

17 Diecisiete

18 Dieciocho

19 Diecinueve

21 veintiuno

22 veintidos

23 veintitres

24 veinticuatro

25 veinticinco

26 veintiseis

27 veintisiete

28 veintiocho

29 veintinueve

30 treinta

31 treinta y uno

Qué fecha es?

What date is it ?

Los cumpleaños

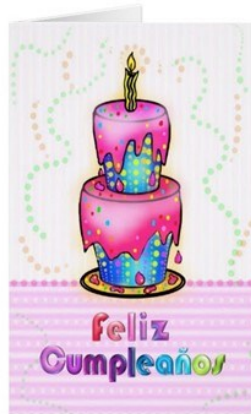
Fiesta : party

Invitados: Guests

Invitaciones: Invitations

Tarjetas: Cards

Tarta: Cake



Quando es tu cumpleaños ?

When is your birthday?

Mi cumpleaños es el ... de ...

My birthday is the... of ...

NAVIDAD EN ESPAÑA

Merry Christmas: Feliz navidad

Noche Buena : Christmas Eve

Noche vieja : New Year's Eve

Papa Noel : Santa Claus

Regalos : Presents

Villancincos: Carols

Pesebre: Nativity

Los Tres Reyes: The 3 Kings.

Learning for the Spring Term

<p>Science: states of matter—gas, liquid and solid, melting, freezing, condensation, evaporation, water cycle, William Thomson.</p> <p>Geography: Use of land, locate resorts in South East England and Southern Spain.</p> <p>EPR: racism. Life's challenges of loss, separation etc, individual freedom, democracy, self confidence.</p> <p>PE: In gym, balances, jumping: tuck, straddle and pike</p>	<p>Music: soloists in orchestras, Mozart's Horn Concerto, Flamenco</p> <p>Computing: mapping with Digimaps, animation, spreadsheets. Logo, on-line safety.</p> <p>RE: community, Holy Orders, called to serve, The Easter Triduum, the Penitential Act</p> <p>Fairtrade: Fairtrade benefits to small farmers</p>	<p>DT: sewing—backstitch and overstitch, a pneumatic monster model,</p> <p>History: Significant People—Malala Yousafzai</p> <p>Art: Miro, lines and marks, mobiles,</p> <p>Drama and Dance: Show character's feelings, monologue; choreograph a routine and assess others' work.</p>
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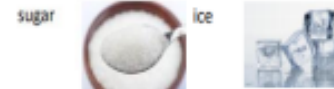
Year 4 - States of Matter

Facts I need to know

1. Materials can be one of three states: **solids**, **liquids** and **gases**.
2. Some materials can change from one state to another and back again.
3. Solids, liquids and gases have properties related to **shape** and **volume**.
4. **Freezing** is when a liquid becomes cold enough to turn solid.
5. **Melting** is when a solid is heated and changes into a liquid.
6. **Condensation** is when a gas is cooled it turns into a liquid.
7. **Boiling** is when a liquid is heated and changes into a gas.
8. **Evaporation** is when liquid changes to gas.

Solids, Liquids and Gases

A **solid** keeps its shape and has a fixed volume.



A **liquid** has a fixed volume but changes in shape to fit a container. A liquid can be poured.



A **gas** fills all the available space. It has no fixed volume or shape.

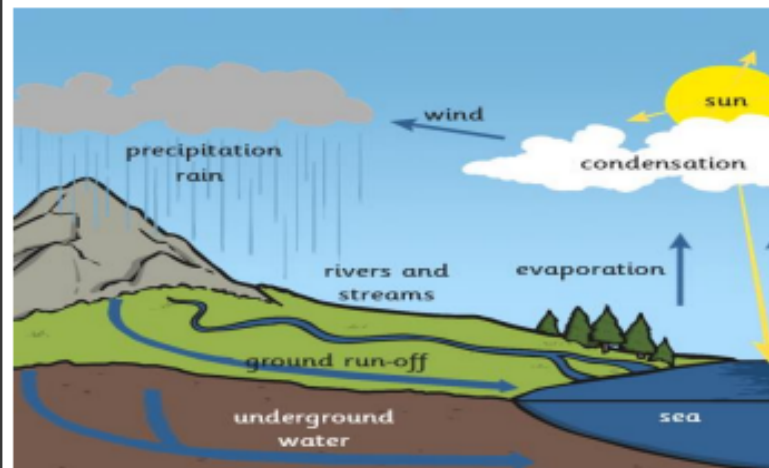


Temperatures to Learn!

Water **freezes** at 0°C. Water **boils** at 100°C.



The Water Cycle



Key Vocabulary

Change of state	When a material changes from one state to another.
Boiling point	The temperature at which a liquid turns into a gas.
Melting point	The temperature at which a solid becomes a liquid.
Freezing point	The temperature at which a liquid becomes a solid.
Temperature	The measure of how hot or cold something is.
Water Cycle	The never-ending process of water moving from the oceans up into the atmosphere and back to the Earth and oceans.

1. The sun **heats** the water in the sea, rivers and lakes and turns it into water vapour. This is **evaporation**.
2. The water vapour rises up into the air and **cools down** to form water droplets forming clouds. This is **condensation**.
3. When the water droplets get too heavy, water falls as rain, sleet or snow then fall down to Earth. This is called **precipitation**.
4. Water returns to the sea, rivers and lakes and the **cycle** starts again.

Year 4 Malala Yousafzai

Facts to read and know

1. She was born in Mingora, Swat Valley, **Pakistan**.
2. She was born on **July 12th 1997**.
3. She wanted an education which had been banned for girls by the Taliban.
4. The **Taliban** closed schools for girls in 2008.
5. She campaigned for the **rights** of girls in Pakistan to go to school.
6. In 2012, she was shot on a school bus.
7. She still **campaigns for education, equality and peace** for every child everywhere.
8. She was awarded the **Nobel Peace Prize** "for her struggle against the suppression of children and young people and for the right of all children to education."



In 2021, the Taliban took control of Afghanistan again.

Since then, most girls have not been allowed to go to school.

The Taliban believe women should be completely covered outside their homes.

Key Vocabulary

Rights	Things that everyone is morally or legally entitled to do or have, e.g. the right to education.
Taliban	An Islamic militant group operating in Afghanistan and western Pakistan. Militant means they work against the government of the country because they want power for themselves.
Blog	A website usually run by one person that is similar to an online diary.
Nobel Peace Prize	An international prize that is only given to a selected few people who have worked hard to create peace between countries or reduce fighting.
Campaign	A series of actions or events that are meant to achieve a particular result, e.g. provision of education.
Equality	Everyone being equal, especially with rights and opportunities.

To all the girls who have faced injustice and silenced. Together we will be heard.



Sequence of Events

2008
The **Taliban** arrived in Pakistan and closed schools for girls.

2009
Malala began a **secret blog** speaking up for the right to education for girls.

October 2012
She was shot while on a school bus and began medical treatment in **Birmingham, UK**.

December 2014
She became the youngest person to win the **Nobel Peace Prize** at the age of 17.

Now, Malala is studying Philosophy, Politics and Economics at Oxford University.

Year 4 'Hola'

Positive and Negative Effects of Tourism

There are many reasons why people are attracted to going to Southern coastal resorts of Spain and England.

There can be positive and negative effects of **tourism**.

Positive: economy grows; commercial business move in; this brings jobs. House prices might go up.

Negative: pollution, litter, local people cannot sometimes afford houses; the environment is sometimes damaged. Roads are very busy.

Over time **coastal resorts** change due to the tourism they bring.

The United Kingdom compared to the size of Spain



Southern Coastal Resorts of England



Southern Coastal Resorts of Spain



Key Vocabulary

Coast	The zone where the sea meets the land.
Tourism	Tourism means people traveling for leisure and recreation. It includes activities such as sightseeing and camping. People who travel are called ' tourists '. Places where many tourists stay are called "resorts".

The Countries of Europe



Different types of land use:

Agricultural	Land used of farming and farm buildings.
Commercial	Land used for businesses.
Residential	Land used for housing.
Educational	Land used for education e.g. schools, universities
Recreational	Any land used for leisure activities e.g. football pitches, National Parks
Industrial	Land used for making and repairing like factories
Medical	Land used for medical help e.g. hospitals.
Retail	Land used for shops.

Physical Features

Natural features, not man made e.g. the beach in Brighton or the Rock of Gibraltar

Human Features

These are features made by humans e.g. pier, swimming pools, hotels, museums.

Comparing the coast of Southern Spain and South-East England

	South coast in Spain – Andalucia	South-East coast in England
Continent	Europe	Europe
Coastal water	Atlantic Ocean and Mediterranean Sea	English Channel
Key coastal resorts	Marbella, Torremolinos, Gibraltar, Estepona	Bournemouth, Brighton, Eastbourne, Margate, Littlehampton, Worthing Hastings.
Main industries	Agriculture, Fishing and Tourism.	Agriculture, Fishing and Tourism.
Average summer temperature	On average , the temperature ranges from 21 to 30 °C	On average , the temperature ranges from 18 to 25 °C.
How do people get there?	People mainly fly from the UK.	People mainly drive or get the train to the south coast.
Tourism– why do people visit?	Beaches , food –lots of fish, tapas and paella, Spanish culture, warmer climate. British people visit usually for a week.	Beaches , food– fish and chips, British culture, mild climate. British people visit usually for day trips but sometimes for longer.

Brighton, 1880



Brighton, 2020



Torremolinos 1960



Torremolinos 2020



Mass Tourism

When large numbers of people visit a place for holidays.

Why is there a settlement here?

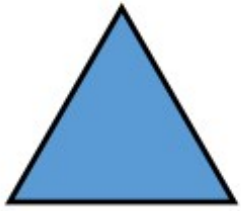
People settle on the coast for many reasons.

In the past, it was because they would **fish for food**. There are still fishermen today working in the South of Spain and England.

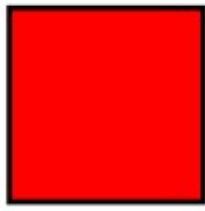
Since 1970s, the South of Spain has been a popular tourist place for British holiday makers. **Tourism brings in money.**

Since Victorian times in the 1800s, the South coast of England has been popular for day trips and holidays.





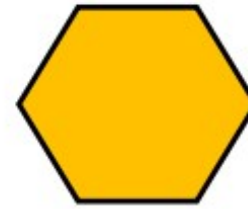
Un triangulo



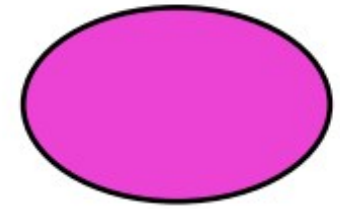
Un cuadrado



Un rectangulo



Un hexagono



Un ovalo

Joan Miro was a famous Spanish painter who painted using simple shapes and primary colours.

Year 4 Spanish
Spring
Las formas

Un cuadrado rojo.

A red square

Un triangulo azul

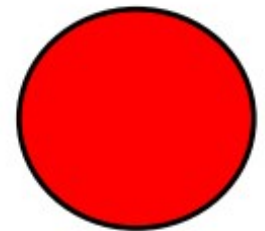
A blue square



Una estrella



Un corazon



Un circulo

Learning for the Summer Term

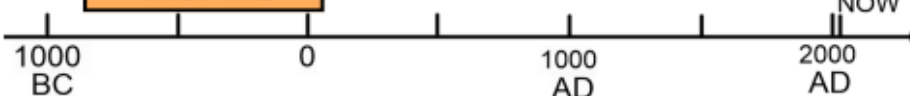
<p>Geography: map work—Greece</p> <p>Science: teeth, animal teeth, diet, digestive system, food groups and food pyramid</p> <p>EPR drugs, resilience, stranger danger, consequences, bacteria and viruses, bullying, radicalisation, dependence, nurture, technology</p> <p>PE: Gymnastics—forward roll, routines including jumps, balance, rolls, travel and apparatus.</p>	<p>Music: compose a fanfare, pentatonic scale, compose for dramatic effect, features of rap, play and perform as an ensemble</p> <p>Computing: Online safety, Google Earth, Word, data collection</p> <p>RE Good news, Pentecost, Holy Spirit, Paul’s journey, Good News, building bridges, sins and conscience, reconciliation, penitential rite, role models, role of the Pope, martyrs, Mother Teresa</p>	<p>DT: peel and cut vegetables, make a pasta bake, design and make an ancient Greek purse, motion, levers and simple machines, design and make a chariot</p> <p>History: Ancient Greeks, primary sources, life and culture, Greek Gods, legacy—language, Olympic Games, architecture, Trojan War</p> <p>Art: Greek urns, clay moulding, designing and painting an urn , Greek patterns printing and batik, tone in drawing</p> <p>Drama and Dance: theatrical effects, debate and monologue</p>
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Year 4 History Ancient Greeks

Ancient Greece
776 BC - 146 BC

Iron Age
800 BC - 43 AD



Ancient Greece refers to the years 700-480 B.C, about 3000 years ago. We owe a lot to the Ancient Greeks for the legacy they left us. **Ancient Greece** had many different periods.

Before the Greeks, there was a **dark age (1100 BC)** when it is thought that the Greek population declined.

800 BC, Greek civilisation began to emerge again. **Poets (like Homer)** and **mathematicians (like Pythagoras)** flourished during this time.

Philosophers (Socrates and Plato) were teaching people their views.

During this period, the **first Olympic Games** took place in honour of the Greek god, **Zeus**. The games took place **every four years**.

146 BC, the Greek civilisation began to **decline**. The Romans conquered Greece, making it part of the Roman Empire.

Using Primary Sources



We can learn a lot about the daily life of Ancient Greeks from looking at **primary sources**. This means they came from the Greek era.



These are **artefacts** like pottery, coins and statues. They tell us about **Greek culture**.



What can you say about Greek culture from these artefacts?

Greek gods

The most powerful 12 gods were believed to have lived on the top of **Mount Olympus**, where meetings were held and arguments were settled.

The Ancient Greeks learned about their gods and goddesses from listening to others telling them **myths**; and looking at statues/pottery.

Name	Responsibility	Symbol
Zeus	God of the sky and lightning	Lightning bolt
Hera	Goddess of marriage and family	Peacock
Apollo	God of archery, music and light	Sun and bow and arrow
Poseidon	God of the ocean and earthquakes	Trident
Hermes	Messenger of the gods and god of travel and trade	Winged sandals
Ares	God of war	Helmet
Athena	Goddess of wisdom	Owl
Aphrodite	Goddess of love	Dove
Artemis	Goddess of hunting	Deer, moon and bow and arrow
Demeter	Goddess of the harvest	Bread and wheat
Hestia	Goddess of the hearth and home	Hearth and fire
Hephaestus	God of fire	Hammer

Ancient Greece

Ancient Greece was not a country.

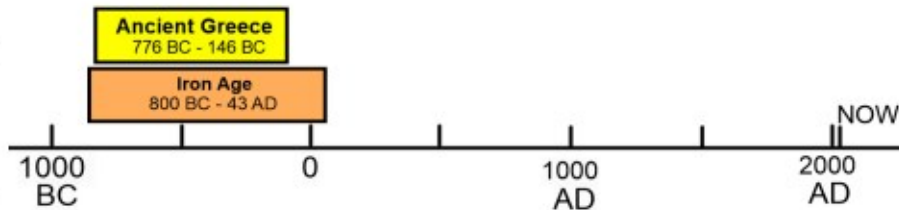
It was a **civilisation** made up of **city-states**. Another way of saying city-state is '**polis**' which means city in Greek. Important city-states of ancient Greece included **Athens, Corinth** and **Sparta**.

Often tension between the city-states led to battles, but sometimes they would join against a common enemy.





Year 4 History Ancient Greeks



Find out about the Trojan Horse story.

What was the Greek legacy to us?

Legacy in The Olympic Games

- They were held in **Olympia**, hence the name Olympics. Began in 776BC.
- They were held there because the gods lived on **Mount Olympus** and the games were in honour of the **king of the gods, Zeus**.
- Athletes had to be **free men (no slaves)** who spoke Greek. Athletes were supposed to **only be men**, however, there are records of at least one woman winning an event, probably in a chariot race.
- **Only men and unmarried women** were allowed to watch.
- The winners of the games were considered **heroes**. They got **olive branches for winning**. There were no gold, silver and bronze medals like today.
- The main event at the Olympics was not a sporting event, but a **sacrifice**. On the third day of the



games, 100 oxen were sacrificed and burnt on the **Altar of Zeus**.



Legacy in Architecture

The Ancient Greeks had a unique style of **architecture** that is still copied today. E.g. **The British Museum in London**.



Most of their temples and government buildings were built in **three types of styles or orders** reflected in the types of columns they used:



DORIC



IONIC



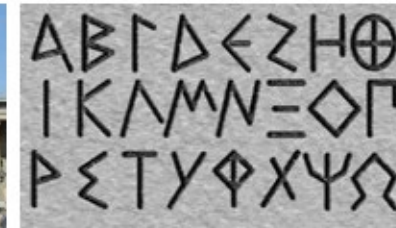
CORINTHIAN



Doric - Columns were the most simple and the thickest of the Greek styles. They had no decoration at the base and a simple top (capital). They were wider on the bottom than at the top.

Ionic - These were thinner than the Doric and had a base at the bottom. The top was decorated with scrolls on each side.

Corinthian - The most decorative of the three orders. The capital was decorated with scrolls and the leaves. It became popular in the later era of Greece and also was heavily copied by the Romans.



Legacy in Language Greek words we use

More than 150,000 words of English come from Greek words:

idiot acrobat dinosaur history
dialogue planet technology telescope
hippopotamus rhinoceros

Many English words are formed of parts of words that originate from the Greek language, including:

phobia (fear of), as in *arachnophobia* - the fear of spiders

micro (small), as in *microscopic* - so small it's hard to see

demos (people) as in *democracy* - government by the people

The Greeks had a spoken and written language. They were the first to use a 'true' alphabet.

Sequence of Events

1100 BC to 750 BC
Dark Ages

776 BC
The first Olympic Games

750 BC to 480 BC
Archaic Period—
trade started with the rest of the world.

336 BC
Alexander the Great took over the empire.

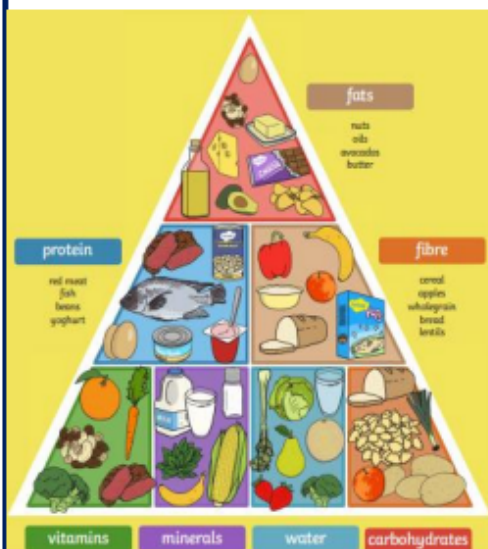
146 BC The Romans conquer Greece.

Year 4 Teeth and Digestion

Facts I need to know

1. There are three types of animal – **herbivores**, **carnivores** and **omnivores**.
2. The **digestive system** is the parts of the body that work together to turn food and liquids into the building blocks and fuel that the body needs.
3. Humans need the right amount of food to be healthy, through a **balanced diet**.

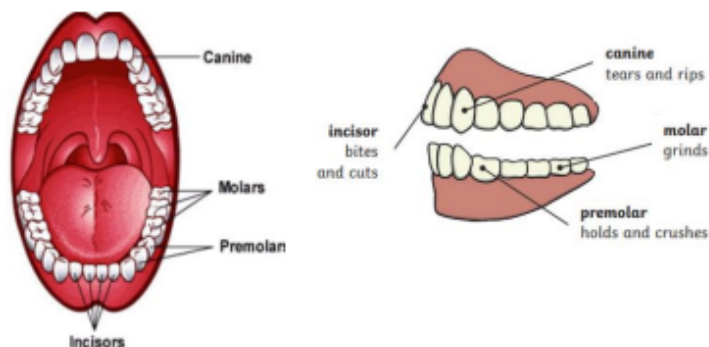
The Food Pyramid



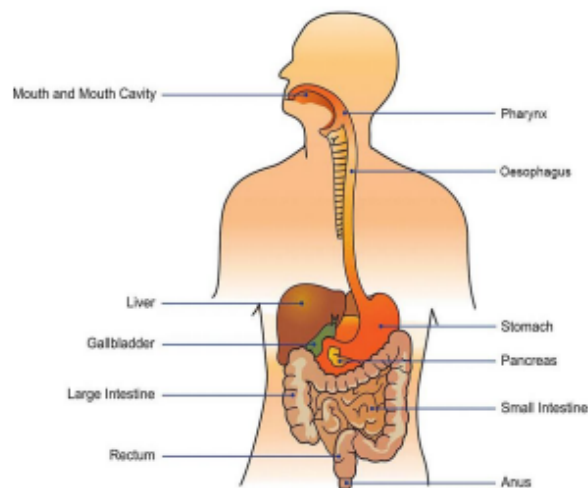
Facts about Teeth

1. We have three types of teeth: **molars**, **canines** and **incisors**.
2. We have **20 milk teeth** but adults have a set of **32 teeth**.
3. We need to look after our teeth by **brushing** and **flossing**.
4. **Acid** in food and drink damages our teeth; fizzy and fruit drinks should be avoided.

Human Teeth



The Human Digestive System



Key Vocabulary

Molars	Chew and grind food to break it down before we swallow it.
Canines	Tear at food like meat. Some animals like lions have long, strong canines.
Incisors	Bite food like an apple. Sheep have strong incisors to pull at grass.
Herbivores	Animals which eat only plants.
Carnivores	Animals which eat meat like lions.
Omnivores	Humans – we can eat both meat and vegetables. Some choose not to.
Enamel	Protects our teeth. We need to look after the enamel or our teeth will rot.
Saliva glands	Saliva contains juices which help to break down food in the mouth.
Digest	To break down food so that it can be used by the body.
Oesophagus	A muscular tube which moves food from the mouth to the stomach.
Stomach	The stomach churns food into a thick liquid called chyme . The stomach walls produce digestive juices, which break down the food.
Small intestine:	Part of the intestine where nutrients are absorbed into the body.
Large intestine	Water is absorbed from the remaining food waste and fibre is broken down by bacteria.
Rectum	This is where stools or faeces are stored before leaving the body.

Key Vocabulary

La familia

El padre	The father
La madre	The mother
Los padres	The parents
El hermano	The brother
La hermana	The sister
Los hermanos	The siblings
El abuelo	The grandfather
La abuela	The grandmother
Los abuelos	The grandparents
El tío	The uncle
La tía	The aunt
El primo	The cousin(m)
La prima	The cousin (f)
Los primos	The cousins

Year 4 Spanish

Summer

La familia



Tienes hermanos o hermanas?

Si, tengo un hermano y dos hermanas.

Tienes primos o primas?

Cuál es el nombre de su tía?

Cuál es el nombre de su tío?