

Year Four Term 4		Electricity
English		<u>Reading for Enjoyment</u>
	<p><u>MAIN TEXT: Leon and the Space Between</u> POETRY Unit 2: Exploring Poetic Types 2.The Owl and the Pussy Cat(perform)</p> <p>NARRATIVE Unit 2: Stories in an Imaginary World Leon and the Space Between</p> <p>Unit 3: Explanatory Text How a torch works.</p>	The BFG (Roald Dahl)
Mathematics	<ul style="list-style-type: none"> • Multiplication (statistics, measures, money) • Mental multiplication and written division incl. 7x and 11x tables • Place value • Written multiplication • 2D shape and position • Addition and subtraction (statistics) 	
Science	<p><u>Electricity</u></p> <ul style="list-style-type: none"> •Can they identify common appliances that run on electricity? •Can they construct a simple series electric circuit? •Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? •Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery? •Can they recognise that a switch opens and closes a circuit? •Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? •Can they recognise some common conductors and insulators? •Can they associate metals with being good conductors? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how a bulb might get lighter? •Can they recognise if all metals are conductors of electricity? •Can they work out which metals can be used to connect across a gap in a circuit? •Can they explain why cautions are necessary for working safely with electricity? 	
History	No history	
Geography	No geography	
Computing	<p><u>Databases</u> Handling Data –Junior Viewpoint</p> <ul style="list-style-type: none"> •Can they input data into a prepared database? •Can they sort and search a database to answer simple questions? •Do they recognise what a spread sheet is? •Can they use the terms ‘cells’, ‘rows’ and ‘columns’? •Can they enter data, highlight it and make bar charts? <p>Challenging</p> <ul style="list-style-type: none"> •Can they copy and paste the graph/bar chart and use it in a word processing document? (itass) 	
Religious Education	<p><u>Why is Easter important to Christians?</u> What are the symbols associated with Easter and how do they suggest new life? What is Palm Sunday? What are the events of the Last Supper and how are the symbolisms used today? Why did Jesus wash the feet of his disciples? What were the events in the Garden of Gethsemane? What are the events surrounding the Crucifixion and Resurrection? Why is Easter so important to Christians?</p>	
Physical Education	<p><u>Invasion Games</u> Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? <p>Games</p> <ul style="list-style-type: none"> •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? <p>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work? <p><u>Coach – Hockey</u> Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? <p>Games</p> <ul style="list-style-type: none"> •Can they hit a ball accurately and with control? •Can they keep possession of the ball? 	

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Art and Design	No art & design
Design and technology	<p><u>Alarms/Torches</u></p> <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> •Can they add things to their circuits? •How have they altered their product after checking it? •Are they confident about trying out new and different ideas? <p>Mouldable materials</p> <ul style="list-style-type: none"> •Can they use a range of advanced techniques to shape and mould? •Do they use finishing techniques, showing an awareness of audience? <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Can they measure carefully so as to make sure they have not made mistakes? •How have they attempted to make their product strong? <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> •Can they come up with at least one idea about how to create their product? •Do they take account of the ideas of others when designing? •Can they produce a plan and explain it to others? •Can they suggest some improvements and say what was good and not so good about their original design? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> •Can they tell if their finished product is going to be good quality? •Are they conscience of the need to produce something that will be liked by others? •Can they show a good level of expertise when using a range of tools and equipment? •Do they work at their product even though their original idea might not have worked? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> •Have they thought of how they will check if their design is successful? •Can they begin to explain how they can improve their original design? •Can they evaluate their product, thinking of both appearance and the way it works? •Do they take time to consider how they could have made their idea better?
Music	<p><u>Painting with Sound-Exploring sound colours.</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? <p>Appraising</p> <ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? <p>Challenge</p> <ul style="list-style-type: none"> •Can they use selected pitches simultaneously to produce simple harmony?
French	<p>Listening and responding</p> <ul style="list-style-type: none"> •Do they understand short passages made up of familiar language? •Do they understand instructions, messages and dialogues within short passages? •Can they identify and note the main points and give a personal response on a passage? (Spoken at near normal speed with no interference. May need short sections repeated.) <p>Speaking</p> <ul style="list-style-type: none"> •Can they have a short conversation where they are saying 2-3 things? •Can they use short phrases to give a personal response? (Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.) <p>Reading and responding</p> <ul style="list-style-type: none"> •Can they read and understand short texts using familiar language? •Can they identify and note the main points and give a personal response? •Can they read independently? •Can they use a bilingual dictionary or glossary to look up new words? <p>Writing</p> <ul style="list-style-type: none"> •Can they write 2-3 short sentences on <a familiar topic>? •Can they say what they like and dislike about <a familiar topic>? (They write short phrases from memory and their spelling is readily understandable.)
PSHE	<p>e-safety lesson</p> <p><u>Healthy Me</u></p> <p>My friends and me Can they make a healthy choice?</p> <p>Group dynamics Have they eaten a healthy, balanced diet?</p> <p>Smoking Have they been physically active?</p> <p>Alcohol Have they tried to keep themselves and other safe?</p> <p>Healthy friendships Do they know how to be a good friend and enjoy healthy relationships?</p> <p>Celebrating my inner strength and assertiveness Do they know how to keep calm and deal with difficult situations?</p>
Enrichment	<ul style="list-style-type: none"> • Use of laptops • Maths Week activities • Maths week-visit to Royal Naval College • Visitors -Christianity

