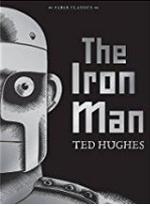
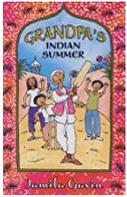
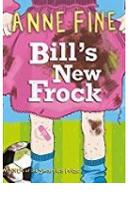


Year Four Term 4
Electricity

<p>English</p>	 <p>Must have read prior to this term in love of reading</p> <p>Story Plot Journey Tale Toolkit Focus: Openings:</p> <p>Ple Corbett Observational poetry The Iron Man</p> <p>Persuasive Text Persuade people to come to India – Ple Corbett</p>	<p>Reading for Enjoyment</p>   
<p>Mathematics</p>	<p>Maths No Problem Chapter 7 Time Chapter 8 Decimals Chapter 9 Money</p>	
<p>Science</p>	<p>Electricity <u>Working scientifically</u> -Can they identify patterns in how electrical components behave/perform in differently configured circuits? -Can they compare materials in relation to how effectively they function in an electrical circuit i.e. conductivity</p> <p><u>Knowledge & Understanding</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? -Can they explain how a bulb might get lighter? -Can they work out which materials can be used to complete a gap in a circuit? -Can they explain why precautions are necessary for working safely with electricity? 	
<p>History</p>	<p>No History</p>	
<p>Geography</p>	<p>NO Geography</p>	
<p>Computing</p>	<p>IMOVE – creating a video</p>	
<p>Religious Education</p>	<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>	
<p>Physical Education</p>	<p><u>Invasion Games</u> <u>Acquiring and developing skills</u> -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> <p><u>Games</u> -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> <p><u>Evaluating and improving</u> Can they explain how their work is similar and different from that of others? -Can they use their comparison to improve their work?</p> <p><u>Coach – Hockey</u> <u>Acquiring and developing skills</u> -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> <p><u>Games</u> -Can they hit a ball accurately and with control? -Can they keep possession of the ball? -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> <p><u>Evaluating and improving</u></p>	
<p>Art</p>	<p>No art & design</p>	
<p>Design and technology</p>	<p><u>Alarms/Torches</u> <u>Electrical and mechanical components</u> -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> <p><u>Mouldable materials</u> -Can they use a range of advanced techniques to shape and mould? -Do they use finishing techniques, showing an awareness of audience?</p> <p><u>Stiff and flexible sheet materials</u> -Can they measure carefully so as to make sure they have not made mistakes? -How have they attempted to make their product strong?</p> <p><u>Developing, planning and communicating ideas</u> -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> <p><u>Working with tools, equipment, materials and components to make quality products</u> -Can they tell if their finished product is going to be good quality? -Are they conscious 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> <p><u>Evaluating process and products</u> -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?</p>	
<p>Music</p>	<p><u>Painting with Sound-Exploring sound colours.</u> <u>Performing</u> -Can they sing songs from memory with accurate pitch? -Can they improvise using repeated patterns?</p> <p><u>Appraising</u> -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> <p><u>Challenge</u> -Can they use selected pitches simultaneously to produce simple harmony?</p>	
<p>French</p>	<p><u>Listening and responding</u> -Do they listen and show understanding of short phrases through physical response? -Do they listen and identify words in songs and rhymes and demonstrate understanding?</p> <p><u>Speaking</u> -Do they ask and answer several simple and familiar questions with a rehearsed response? -Do they use familiar vocabulary to say simple sentences using a language scaffold?</p>	

	<p>•Do they make simple rehearsed statements about themselves, objects and people?</p> <p>•Do they say a simple rhyme from memory?</p> <p>•Do they join in with words of a song or storytelling?</p> <p>Reading and responding</p> <p>•Do they read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules?</p> <p>•Do they read and show understanding of simple familiar phrases and short sentences?</p> <p>•Do they use context to predict the meaning of new words?</p> <p>•Do they use a bi-lingual dictionary to find the meaning of individual words?</p> <p>Writing</p> <p>•Do they write and say a more complex sentence to describe people, places, things and actions using a language scaffold?</p> <p>•Do they write simple familiar short phrases from memory with understandable accuracy?</p> <p>Grammar</p> <p>•Do they demonstrate understanding /use of nouns/plurals/1st & 2nd person regular present verbs/adjective position?</p>
PSHE	<p>e-safety lesson</p> <p>Healthy Me</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	<p>Science Week</p> <ul style="list-style-type: none"> • Science Museum – Launch pad electricity • Mr Chandler – DT Torch Designs • Visitors – Christianity • St Paul’s Cathedral – Christianity – London