

Science Electricity

Children will identify common appliances that run on electricity.

They will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

They will 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.

Children will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

They will recognise some common conductors and insulators, and associate metals with being good conductors.

Working scientifically

Children will ask relevant questions and using different types of scientific enquiries to answer them.

They will set up simple practical enquiries, comparative and fair tests.

They will make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

French

Bon appetit ! (Family, food and activities)

Children will recognise and use the key language for members of the family and activities.

They will understand and use *Qu'est-ce que tu fais?* And respond appropriately.

They will exchange information about weekly activities.

Children will recognise and understand words in the story, song and poem.

They will join in with the story, song and poem.

They will recognise the phonemes introduced in previous modules and explore new sound patterns: *è(père)* and *ion (télévision)*.

Children will identify and distinguish between word classes (nouns and verbs).

They will develop understanding of the negative form *ne ... pas*.

They will become aware that verb endings change depending on whether they are the infinitive or the 1st 2nd or 3rd person forms

Bringing Learning to Life

SPRING 1 - 2017 Year 4



English

Vocabulary Building – Performance poetry – the children will focus on their speaking and listening skills.

Writing and Performing a Play – the children will write a play linking it to their History (Vikings) and perform it to the other year 4 class, providing feedback to one another.

Discussion – the children will imitate, plan and write a discussion on a chosen topic. Year 4 will also have lessons on grammar.

PSHE & Citizenship Growing and Changing

Children will know how to look after their own body including the teeth.

They will understand how to keep themselves clean.

They will know that bacteria and viruses can affect health and that transmission may be reduced when simple, safe routines are followed.

Children will understand how their body is growing and changing.

They will know about menstruation and how to cope with periods in school.

They will be aware of differences between males and females.

Children will begin to develop an understanding of how perceptions of being grown up are formed.

They will understand a range of ways growing up will affect your relationship with siblings, and parents, e.g. more responsibilities, the need for privacy etc

Music

Children will create a sensible tune from the major scale.

Children will develop rhythmic dictation.

Children will participate in games to learn the notes from Middle C to Treble C.

Children will compose a simple tune for a poem (assessment task).

Children will perform the song which they have composed.

History – Vikings

Children will learn about the key events associated with the raids;

-Why Vikings caused so much fear.

- How Vikings were able to succeed.

They will learn about whether there are any similarities with today.

They will know the nature of the conflict between Saxons and Vikings; the contribution made by Alfred.

The children will learn about the changing relationship between Saxons and Vikings including how and why the pendulum swung to and fro;

They will know the state of Britain on the eve of the Conquest.

The children will identify key features and differences about life in Saxon and Viking times; Attitudes and values held by Saxons and Vikings; the role of different groups and sections of the population;

They will make informed judgements about the quality of life for different groups.

The children will understand nature of religious life when the Saxons and Vikings first arrived; the nature of and reactions to the re-introduction of Christianity; How and why Christianity spread.

They will use appropriate terminology related to religious life.

The children will identify the significance of the Saxons and Vikings on their local community.

They will identify key aspects of Saxon and Viking religion and society at a local and national level.

Physical Education Games – Invasion games Gymnastics – Balance leading into change of direction

Children will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

They will develop flexibility, strength, technique, control and balance [for example, through gymnastics].

Religious Education Sikhism and what it means to belong to a religion

Children will learn about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today.

They will know about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.

They will learn about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others.

The children will know that there are important landmarks in life, both religious and non religious.

They will understand what it means to belong to groups and how believers demonstrate commitment to a faith group.

Computing – Computer Science Evaluating search technologies.

Children will use computer networks including the internet learning how they can provide multiple services, such as the World Wide Web.

They will appreciate how [search] results are selected and ranked.

Maths

Children will use appropriate mathematical skills to solve a problem.

They will learn how to organise work, looking for ways to record systematically and check as proceed.

They will draw mathematical models to support visualisation of problems.

Children will use a structured approach to tackle the problem (devise a plan).

Art

Ruth Kedar – Google Logo

Children will use sketch books to record observations and use them to review and revisit ideas.

They will improve their mastery of art techniques, including drawing and painting with a range of materials including printing techniques.

They will learn about Ruth Kedar (developed Google logo).