Year 4 Term 5&6

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| Topic Title: Into Africa! | | |
| Science  Working Scientifically: Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests  -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  -identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.  **Term 5 - Living things and their habitats.**  -recognize that living things can be grouped in a variety of ways  - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  - recognise that environments can change and that this can sometime pose dangers to living things  **Term 6 - Animals including humans.**  -describe the simple functions of the basic parts of the digestive system in humans  -construct and interpret a variety of food chains, identifying producers, predators and prey | Geography  Key Enquiry Question: What is urbanisation and how does it affect wildlife?  Context: To explore the continent of Africa and the key geographical features. Discovering how humans are having an impact on animals and wildlife in Africa due to urbanisation.  Key Skills:   * Using google maps, globes and atlases to locate countries in Africa and looking at some key geographical features such as deserts, mountains, rainforests and rivers * Comparing physical and human features of different geographical areas in Africa to the features in Europe * Using compass directions to describe the location of key features in comparison to one another * Making comparisons between African and European countries focusing on country sizes, population and climate. | History  Key Enquiry Question: What is the legacy of The Kingdom of Benin?  Context: To explore the ancient Civilisation of Benin Using a range of primary historical sources and interpretations to research a time in history  Key Skills:   * Asking and answering questions, using evidence, about the way people lived in the past. * Selecting and combining information from sources to produce a structured answer. * Understanding that the past can be represented or interpreted in different ways. * Understanding how events from the past have shaped life today. * Place some historical periods in chronological framework * Use historical terms related to the period of study e.g. BC, AD, CENTURY, last century * Order significant events and dates on a timeline |
| Art and design  Mosaics  Context: Looking at the bright colours and patterns in African textiles, children will explore pattern making and collage to create their own mosaic African Landscape  Key Skills:   * Observing repetition in patterns and recognising shapes, lines and colours used required to create a continuous design. * Using colour palettes to identify shades of similar colours * Using dark to light shades of similar colours to create tonal effects in collage materials * Developing use of collage materials, improving intricacy and detail to create a variety of outcomes.   . | Design Technology  Mechanisms  - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages  - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | Computing  Data Logging  To explain that data gathered over time can be used to answer questions  To use a digital device to collect data automatically  To explain that a data logger collects ‘data points’ from sensors over time  To use data collected over a long duration to find information  To identify the data needed to answer questions  To use collected data to answer questions  Coding using Espresso  design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts |
| French  **Focus – Clothes (Term 5)**  Key Skills:  Repeat and recognise the vocabulary for a variety of clothes in French.  Use the appropriate genders and articles for these clothes.  Use the verb porter in French with increasing confidence.  Say what they wear in different weather/situations.  Describe clothes in terms of their colour and apply adjectival agreement.  Use the possessives with increased accuracy.  **Focus – Goldilocks and the three bears (Term 6)**  Key Skills:  Not only sit and listen attentively to the story as in Year One but to recognise, understand and remember more of the new language. Increase their memory potential in French by using picture cards, word cards and phrase cards in French.  Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.  Attempt to spell in French. | Religion and Worldviews  **Term 5** For Christians, when Jesus left, what was the impact of Pentecost?  Recognise the word ‘salvation’ and that Christians believe Jesus came to ‘save’ or ‘rescue’ people  Offer informed suggestions about what the events of Holy Week means to Christians  Give examples of what Christians say about the imprtance of the events of Holy Week  Make simple links between the gospel accounts and how Christians mark the Easter events in their communities  Describe how Christians show their beliefs about Jesus in worship in different ways  Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions  **Term 6**  How and why do people mark the significant events of life?  Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean  Offer informed suggestions about the meaning and importance of ceremonies   |  | | --- | | Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.  make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). |   Identify some differences in how people celebrate commitment (e.g. different practises of marriage or Christian baptism).  Raise some questions and suggest answers about whether it is good for everyone to see life as a journey to mark the milestones  Make links between ideas of love, commitment and promise in religious and non-religious ceremonies  Give good reasons why they think ceremonies of commitment are or are not valuable today | Music:  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  -Improvise and compose music for a range of purposes using the inter-related dimensions of music  -Listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations  -Appreciate and understand a wide range of high  -Quality live and recorded music drawn from different traditions and from great composers and musicians  -Develop an understanding of the history of music |
| **Physical Education**  Tennis:  Develop forehand skills Introducing backhand technique during games   Athletics:  Develop running for speed, pace and distance  Swimming and water safety:  - Swim competently, confidently and proficiently over a distance of at least 25 metres  - Use a range of strokes effectively (for example, front crawl, backstroke, breaststroke)  - Perform safe self-rescue in different water-based situations | **PSHE & Forest School**  **Healthy Me:**   * Know that there are leaders and followers in groups * Know the facts about smoking and know the basic effects on health * Know the facts about alcohol and its effects on health, particularly the liver Know ways to resist when people are putting pressure on them * Know some of the reasons some people drink alcohol or smoke * Know what they think is right and wrong * Know how different friendship groups are formed and how they fit into them * Know that they can take on different roles according to the situation   **Jigsaw – Relationships:**   * Know some reasons why people feel jealousy * Know that loss is a normal part of relationships * Know that negative feelings are a normal part of loss * Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe * Know that jealousy can be damaging to relationships * Know that memories can support us when we lose a special person or animal   Transition to new year group, managing change and building relationships with the new teacher | Stunning start: African experience, drumming, dance and art  Marvellous middle: Port Lympne  Fabulous finish: Art Gallery (Enterprise) |