Year 4 Term 3&4

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| 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 & 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  -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  **Term 3 - Electricity:**  -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -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 -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors  **Term 4 - States of Matter:**  -compare and group materials together, according to whether they are solids, liquids or gases  -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Geography  Enquiry Question - Why Are Polar Bears losing weight?  Context: With Antartica and the Arctic regions as a focus, we will be understanding how climate change is affecting land. Understanding how aspects have changed over time. Understanding how a countries proximity to the equator affects the weather / temperature.  Key Skills:  Identifying position and significance of latitude/longitude/Equator/Northern and Southern hemispheres/Tropics of Cancer and Capricorn/Arctic/Antarctic Circle/Prime or Greenwich Meridian time zones (including day and night)  Describing and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | History  Enquiry Question - Why was the Titanic disaster a significant turning point in British History?  Context: With the Titanic disaster as the focus, we will be researching why the Titanic sank and examening various sources to understand what really happened and ultimately who was to blame for the ships’ demise.  Key Skills:  Using a range of primary historical sources and interpretations to research a time in history.  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  Sequencing a few of the most significant events, objects, themes, societies, periods and people that they are studying using some dates, period labels and terms. |
| Art and design  Artist: Linda Dawn Lang  Context: Linda Dawn Lang is the founder of the Polar Artists Group, and the majority of her work tells the story of climate change and how it is changing the landscape of our polar regions.  Key Skills:   * Studying and evaluating artists work and experiment using their style. * Mixing colours to create a pallet of cold colours to use when creating an Arctic landscape * Experimenting with watercolours, mixing and blending colours * Experimenting with dark and light colours and exploring how use of varied tone can change the mood of an outcome. | Design Technology  Electrical Systems  Context: Creating a lighthouse design to replace the Sovereign Lighthouse which has been decommissioned and dismantled in 2023. Using our knowledge of the Titanic disaster and how Lighthouses are important for boat safety and navigation.  Key Skills:  - Researching/developing designs based on existing lighthouses  - Evaluating the effectiveness of different lighthouse features and deciding which features are important to keep and how we could innovate our own safety features.  -Select from and use a wider range of tools and wider range of materials and components, including construction materials, textiles and ingredients to construct their model.  Understand and use electrical systems in products. For example, series circuits incorporating switches, bulbs and dimmers. | Computing  Creating Media – Audio Editing To identify that sound can be digitally recorded  To use a digital device to record sound  To explain that a digital recording is stored as a file  To explain that audio can be changed through editing  To show that different types of audio can be combined and played together  To evaluate editing choices made  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: The date (Term 3)**  Key Skills:  Repeat and recognise the months of the year in French.  Ask when somebody has a birthday and say when they have their birthday.  Say the date in French.  Create a French calendar.  Recognise key dates in the French calendar.  **Focus: In the classroom (Term 4)**  Key Skills:  Remember and recall 12 classroom objects with their indefinite article/determiner.  Replace an indefinite article/determiner with a possessive adjective.  Say and write what they have and do not have in their pencil case. | Religion and World Views  Term 3  **What does it mean to be Hindu in Britain today?**   |  | | --- | | Identify the terms ‘dharma’, ‘Sanatan’, ‘Dharma’ and thee ‘Hinduism’ and say what they mean. |   Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (Dharma).   |  | | --- | | Describe how Hindus show their faith within their families in Britain today (e.g. home puja).  Describe hoe Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the madir). |   Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).  Raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.  Term 4  **Why do Christians call the day Jesus died ‘Good Friday’?**   |  | | --- | | Recognise the word ‘Salvation’ and that Christians believe Jesus came to ‘save’ or ‘rescue’ people (e.g. by showing them how to live).  Offer informed suggestions about what the events of Holy Week mean to Christians. |   Give examples of what Christians say about the importance 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. | 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 - using technology including Garage Band - Explore the ways sounds can be combined and used expressively for effect -Join layers of sound, thinking about music elements of each layer  -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 - Comment on effectiveness of own work, identifying and making improvements based on intended outcome |
| Physical Education  Hockey:  Refine dribbling and passing  Dance – Titanic Theme:  Exploring movements that represent the Titanic and people from different social classes in 1912. Extending choreography through controlled movement, character emotion and expression  Rounders:  Understanding role of backstop and bowler.  Develop batting and fielding tactics. | Stunning start: Titanic Day  Marvellous Middle – Shackleton Expedition  Fabulous Finish – Iceberg Art Gallery and Enterprise |  |