Year 4 Term 3&4

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| Topic Title: Ice Worlds | | |
| 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  **Sound**  -Identify how sounds are made, associating some of them with something vibrating. -recognise that vibrations from sounds travel through a medium to the ear. -find patterns between the pitch of a sound and features of the object that produced it. -find patterns between the volume of a sound and the strength of the vibrations that produced it.  -recognise that sounds get fainter as the distance from the sound source increases.  -using straightforward scientific evidence to answer questions or to support their findings.  **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 | Geography  ENQUIRY - Why are Polar Bears losing weight?  Physical geography: Understanding climate change is affecting land. Understand how aspects have changed over time. Understand how a countries proximity to the equator affects the weather / temperature.  - identify 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)  Describe 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 - Why was the Titanic disaster a significant turning point in British History?  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  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  \* Can sequence a number of the most significant events, objects, themes, societies, periods and people that they are studying using some dates, period labels and terms.  \* Describe the main changes in a period in history. |
| Art and design  **Artist: Darren Jackson**  **Create illustrations based on Shackleton’s expedition and ice sculptures**  **Sculpture skills - clay**  • Make informed choices about the 3D technique chosen.  • Show an understanding of shape, space and form.  • Plan, design, make and adapt models.  • Talk about their work understanding that it has been sculpted, modelled or constructed.   * • Use a variety of materials. | 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  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: Food (Term 3)**   * Jan 1st & celebrating la Galette des Rois * Numbers to 60 * Food - Likes and dislikes * Pizza Song * Using a dictionary to find new vocabulary   **.**  **Grammar**   * Adverbs MAIS/AUSSI * Conjunction ET * Negation NE/N’ PAS * Il y a / il n’y a pas de   **Vocabulary**  le Nouvel An, Bonne Année, la galette des rois, la reine, le roi, la fève, la couronne, le beurre, le sucre, la pâte d’amande, la pâte feuilletée  Il y a/il n’y a pas de  On mange/cache/cherche/trouve/porte  0-60  Tu aimes? Oui/non, J’aime/je n’aime pas  la pizza, le pepperoni, la sauce, les oignons, le fromage, les tomates, les champignons, les anchois, le poivron vert, la cuisine, le four, une voiture, une boîte  et/mais/aussi  **Focus: Activities & likes/dislikes (Term 4)**   * La Chandeleur (Pancake Day) & Mardi-gras * Activities likes and dislikes * Jacques a dit – movement verbs * April 1st – Poisson d’avril * Easter   **Grammar**  • Imperative tense with movement verbs  • Indefinite pronoun ON + verbs in present tense  • Formulating questions with Qui est ?/Qui a ?  **Vocabulary**  j’aime/ je n’aime pas/j’adore/je déteste  jouer/manger/chanter/danser/ lire la Chandeleur, le Mardi Gras, on se déguise, on fête, on mange, on prépare  la Chandeleur, le Mardi Gras,  Il faut, mélanger, la farine, les œufs, le lait, le sucre, le sel, la poêle, la crêpe, le citron, la confiture, la gaufre, le beignet  Poisson d’avril !  le lapin, le panier, le poussin, la poule, la cloche, l’agneau, l’œuf en chocolat  Skills:   * I understand a range of spoken phrases. * I answer simple questions and given basic information. * I ask and answer simple questions using set phrases. * I show understanding of the spoken language by joining in and responding. * I pronounce familiar words with increasing accuracy. * I understand familiar written phrases. * I label items and write short phrases correctly.   When writing words from memory, I have a go at the spelling.  The topics will include:  School  Birthdays/Dates  The Town | Religious Education  Judaism Theme: Passover key Question: How important is it for Jewish people to do what God asks them to do?  Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? | 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  -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  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. | PSHE & Forest School  **RSHE:**   * I can recognise a wide range of emotions, and identify factors that affect emotions * I have considered strategies to help manage my emotions * I have thought about ways to recognise and respond to other people’s emotions * I know how a baby develops from an egg to a foetus * I know how my body has changed so far and how it might change in the future * I can recognise that some things can be done in public and some things should only be done in private * I have thought about different types of touch within relationships and how to respond * I have thought about types of behaviours within relationships and how to respond * I know everyone is both similar and different to other people * I have thought about my family and how it is unique and special to me * I have identified some of the things that make me who I am and can celebrate these * I understand what marriage is and why this is something special between two people * I have explored the reasons why some people choose not to get married * I know that marriage should always be a choice * I can recognise situations that I will need help to manage * I know who I can ask for help * I have practiced asking for help   **Dreams and Goals:**   * Know how to make a new plan and set new goals * Know how to work as part of a successful group linking with 3 R’s * Know how to share in the success of a group * Know that reflecting on positive and happy experiences can help them to counteract disappointment if dreams don’t come true * Know how to work out the steps they need to take to achieve a goal. Set targets with own learning and discuss how to make this a success   Where does our food come from?  Planting foods and harvesting. | Stunning start: Titanic Day |