Year 4 Term 3&4

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 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. **States of Matter**	Geography - 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: o 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	History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *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.*

-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	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	
Art and design **Packaging Design** Use range of materials creatively to design & make products -Use drawing, painting, sculpture to develop/share ideas. Experiences/imagination -Develop wide range of art & design techniques in using colour, pattern, texture, line, shape, form and space -Know about works of a range of artists, craft-makers & designers, describing the differences & similarities between practices & disciplines and making links to their own work **Andy Warhol – Pop Art and self portraits** Using a range of media – paint, pencil, pen, pastles	Design Technology -Research/develop designs communicate ideas through discussion, annotated sketches, cross -Sectional and exploded diagrams, -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.	Computing We Are Musicians Explain how digital technology contributes to creating music Create a simple composition using sequencing software Record and combine samples to produce a piece of music We Are HTML Editors Understand the difference between web and internet Know and use simple HTML tags Create web pages
French I understand a range of spoken phrases.	Religious Education Christianity	Music **Ukuleles**

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	Identifying and describing traditions Recognising main beliefs Recognising key religious figures Making comparisons between different religions	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 -develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -engage in competitive sports and activities -lead healthy, active lives.	PSHE & Forest School Jigsaw – Dreams and Goals: • I know how to make a new plan and set new goals even if I have been disappointed • I know what it means to be resilient and to have a positive attitude Jigsaw – Healthy Me: • I can recognise when people are putting me under pressure and can explain ways to resist this when I want to • I can identify feelings of anxiety and fear associated with peer pressure Where does our food come from? Planting foods and harvesting.	Stunning start: Adventurers (Forest School) Marvellous Middle: Fabulous Finish:

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Learning without Limits