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.  **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  **Animals including humans.**  -describe the simple functions of the basic parts of the digestive system in humans  -identify the different types of teeth in humans and their simple functions  -construct and interpret a variety of food chains, identifying producers, predators and prey | Geography  What is urbanisation and how does it affect wildlife?  To describe different types of land use.  Should everyone have access to unlimited, clean water?  To describe and understand key aspects of the water cycle and natural resource distribution.  - 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)  Comparing physical features of different geographical areas.  Physical geography: Understanding climate zones. | History  What is the legacy of The Kingdom of Benin?  To explore the ancient Civilisation of Benin  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  **Edward Tingatinga** – exploring the origins of Tingatinga art  Children to complete their own Tingatinga style art based on African animals **Painting skills**   * Make and match colours with increasing accuracy. * Use more specific colour language e.g. tint, tone, shade, hue. * Choose paints and implements appropriately. * Plan and create different effects and textures with paint according to what they need for the task. * Show increasing independence and creativity with the painting process. | Design Technology Electrical Systems  -Research/develop designs communicate ideas through discussion, annotated sketches.  -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, buzzers or motors. | 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 – Us (Term 5)**  **• Parts of the body**  **• Body parts song**  **• Describing the face**  **• Describing character**  **• Describing an animal or a monster**  **• Animals of the Savanah**  **Grammar**   * Adjectival endings for masculine/feminine/singular/plural * Adjectives describing physical and character attributes of people and animals * Plural ending -X   **Vocabulary**  la tête, le nez, la bouche, les oreilles, les yeux, la bouche, les épaules, les genoux, les jambes, les pieds, les doigts  la Savane, la jungle, le désert, l’Afrique, le lion, le zèbre, la girafe, l’éléphant, l’hippopotame  mon monstre  Il/elle est comment ?  marrant/e, timide, sympa, bavard/e, sportif/ve, paresseux/se, gourmand/e, féroce/ dangereux / grand/petit/de taille moyenne  **Focus – Home (Term 6)**   * 14th July – French National Day * Numbers to 100 * Talking about holidays * Storytelling – The sleeping beauty * Vocabulary   **Grammar**   * Adverbs DEPUIS, BIEN, MAL * -IR verbs 3rd person present * Prepositions À/EN/AU/AVEC   **Vocabulary**  Je nage/joue/ m’amuse/ vais/écoute/regarde  les feux d’artifice, la musique, le défilé, les lampions, la Révolution, on fait la fête, on célèbre  les feux d’artifice, la musique, le défilé, les lampions, la Révolution, on fait la fête, on célèbre  Numbers to 100  le prince, la princesse, la fée, la haie, le château,  méchant/e, charmant/e  elle dort, elle danse  elle jette un sort, il arrive, il voit  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.   Topics will include:  School  Birthdays/Dates  The Town | Religious Education  Buddhism Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life?  Christianity Theme: Prayer and Worship Key Question: Do people need to go to church to show they are 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  -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  In particular, pupils should be taught to:  \*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: Forest School Day. Children to become immersed in African stories and to create African art with natural materials.  Marvellous middle: The Lion King Musical London  Fabulous finish: African Showcase! Children to present their work from the topic to peers.  Fabulous Finish; Enterprise |