Year 4 Term 5&6

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| Topic Title: Into Africa! |
| ScienceWorking 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 | GeographyWhat 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.  | HistoryWhat 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 artChildren 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 TechnologyElectrical 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.  | ComputingData LoggingTo explain that data gathered over time can be used to answer questionsTo use a digital device to collect data automaticallyTo explain that a data logger collects ‘data points’ from sensors over timeTo use data collected over a long duration to find informationTo identify the data needed to answer questionsTo use collected data to answer questionsCoding 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 doigtsla Savane, la jungle, le désert, l’Afrique, le lion, le zèbre, la girafe, l’éléphant, l’hippopotamemon monstreIl/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/regardeles 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 100le prince, la princesse, la fée, la haie, le château, méchant/e, charmant/eelle dort, elle danseelle jette un sort, il arrive, il voitSkills:* 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: SchoolBirthdays/DatesThe Town | Religious EducationBuddhismTheme: The 8-fold pathKey Question: What is the best way for a Buddhist to lead a good life?ChristianityTheme: Prayer and WorshipKey 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 skillsIntroducing backhand technique during games Athletics: Develop running for speed, pace and distanceSwimming and water safetyIn 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 LondonFabulous finish: African Showcase! Children to present their work from the topic to peers.Fabulous Finish; Enterprise |