

# Year 4

## Spring 1 and 2

Subject	Skill	Context	Vocabulary
To be a scientist	<p>With electricity, the skills the children will use are:</p> <ul style="list-style-type: none"> <li>to make relevant observations and comparisons</li> <li>to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>to make a lamp light in a simple series circuit</li> <li>to develop a circuit that can be opened and closed using a switch</li> <li>to identify common conductors and insulators</li> </ul> <p>With living things and their habitats, the skills the children will use are:</p> <ul style="list-style-type: none"> <li>to identify that living things can be grouped in a variety of ways</li> <li>that classification keys help group, identify and name a variety of living things</li> </ul> <p>(habitats will be explored when the children attend Camp at Whitwell Hall during the Summer Term, through the river-dipping activity and exploring the environment)</p>	<p>Visit EON's Scroby Sands Visitor Centre to learn about how electricity can be generated through renewable energy.</p> <p>For electricity, explore circuits by:</p> <ul style="list-style-type: none"> <li>Making an electrical circuit</li> <li>creating an electrical circuit with a paperclip toggle switch</li> <li>drawing an electrical circuit</li> </ul> <p>For living things and their habitats:</p> <ul style="list-style-type: none"> <li>complete classification keys</li> </ul>	<p>Electricity ...</p> <p>Circuit</p> <p>Switch</p> <p>Battery/cell</p> <p>Power source</p> <p>Wire</p> <p>Bulb</p> <p>Buzzer</p> <p>Conductor</p> <p>Insulator</p> <p>Living things and their habitats ...</p> <p>Classification</p> <p>Keys</p>
To be a geographer	<p>The skills the children will use are:</p> <ul style="list-style-type: none"> <li>to be able to make improvements to digital solutions based on feedback</li> <li>to make informed software choices when presenting information and data</li> <li>to create linked content</li> <li>to share digital content within their community</li> </ul>	<p>The children will explore map skills through the use of I.C.T. and by creating a blog</p>	<p>Latitude and longitude</p> <p>Equator</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>Arctic Circle</p> <p>Antarctic Circle</p>
To be a historian	<p>The skills the children will use are:</p> <ul style="list-style-type: none"> <li>to research what it was like for a person from the past using primary and secondary sources</li> <li>To give more than one reason to support an historical argument</li> </ul>	<p>To explore the difference between school life in Ancient Greece and modern-day schools.</p> <p>To investigate farming in Ancient Greece.</p> <p>To research the leaders of Ancient Greece, using a variety of sources, and why they were significant.</p> <p>To look at the differences between the original Olympics and their modern-day equivalent.</p> <p>Design a new Olympic sport.</p>	<p>Ancient Greece</p> <p>Olympics</p> <p>Primary and secondary sources</p> <p>Ancient Greek leaders: Alexander The Great, Miltiades, Pericles, Aeschylus, Sophocles, Socrates</p>
To be an artist	<p>The skills the children will use are:</p> <ul style="list-style-type: none"> <li>to begin to experiment with different tools for line drawing</li> <li>to use shade to create depth</li> <li>to use pencils to create tone and shade, also to make intricate marks when drawing</li> <li>can experiment with a combination of materials</li> <li>create a 3D image from a 2D drawing</li> <li>transfer a drawing to a textile design</li> </ul>	<p>Make a line drawing of a leaf.</p> <p>Using a 2-D picture, create a 3D image of a polar bear from a variety of materials</p>	<p>Line drawing</p> <p>Depth</p> <p>Tone</p> <p>Shade</p> <p>Materials</p> <p>2D and 3D images</p> <p>Textile</p> <p>Design</p>

To be a designer	<p>The skills the children will use are:</p> <ul style="list-style-type: none"> <li>to create a final design for their product based on existing ideas</li> <li>creating a details plan considering their design criteria and intended purpose</li> <li>to use equipment and tools with increasing accuracy and safety</li> <li>to select the most effective materials, tools and techniques to use</li> <li>to measure, cut and assemble accurately</li> <li>to consider which materials are fit for purpose and join them appropriately</li> <li>to include a simple electrical circuit</li> <li>to think about their ideas and what changes they could make to improve their work</li> <li>to explain how they could improve their design</li> </ul>	Create a model of a wind turbine, incorporating an electrical circuit	Wind turbine Electricity 3D net Electrical circuit
To be a computing designer	<p>The skills the children will use in computing are:</p> <ul style="list-style-type: none"> <li>to be able to make improvements to digital solutions based on feedback</li> <li>to make informed software choices when presenting information and data.</li> <li>to create linked content.</li> <li>to share digital content within their community.</li> <li>to be able to demonstrate how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables.</li> <li>to make use of user inputs and outputs such as 'print to screen'.</li> <li>to use the designs for their programs to show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables.</li> <li>to trace code and use step-through methods to identify errors in code and make logical attempts to correct this.</li> <li>to 'read' programs with several steps and predict the outcome accurately.</li> </ul>	<p>Choose appropriate software to achieve set tasks.</p> <p>Use 'Scratch' to create a simple question and answer game.</p>	<p>Communication Technology Data Decomposition Software Internet World Wide Web Algorithm Coding Debug Input Output Program Repetition Selection Sequence Variable</p>
To be a linguist	<p>The skills the children will use in French are:</p> <ul style="list-style-type: none"> <li>to listen and respond to simple rhymes, stories and songs</li> <li>to recognise and respond to sound patterns and words</li> <li>to perform simple communicative tasks using single words, phrases and short sentences</li> <li>to listen attentively and understand instructions, everyday classroom language and praise words</li> <li>to recognise some familiar words in written form</li> <li>to make links between some phonemes and read aloud familiar words</li> <li>to experiment with the writing of simple words</li> <li>to identify social conventions at home and in other cultures</li> </ul>	Rigolo French programme	<p>un tambour, une guitare, un piano, une trompette, une flûte à bec, une fille, un garçon, un dragon, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, une trouss, un stylo, une règle, un crayon, un cahier, un livre, un sac, une gomme, rouge, rose, bleu, jaune, marron, orange. Giving your age: J'ai ... ans</p>
To be a musician	Charanga music scheme	Charanga music scheme	

To be a sportsman	<p><b>Dodgeball:</b> to develop throwing towards a target; use jumps, dodges and ducks to avoid being hit; to develop catching skills; to learn how to block using a ball.</p> <p><b>Basketball:</b> to use protective dribbling against an opponent; to develop bounce and chest passes; to jump stop and pivot; to lose a defender; to develop the technique for the set shot.</p> <p><b>Gymnastics:</b> to develop control in performing and landing rotation jumps: to develop the straight, barren, forward and straddle roll, to develop strength in inverted movements; to be able to explore pathways and travelling movements; to be able to create a sequence to include apparatus and inverted movements.</p> <p><b>Swimming:</b> to develop movement and submersion; to develop gliding and crawl legs; to develop front crawl breathing; to develop gliding and backstroke; to develop rotation, sculling and treading water; to develop surface dives and submersion; to develop head above water breaststroke technique.</p>	<p>Dodgeball</p> <p>Basketball</p> <p>Gymnastics</p> <p>Swimming</p>	<p><b>Dodgeball:</b> opposition, consecutive, conceding, defending.</p> <p><b>Basketball:</b> interception, protective, opponent, defend, attack, travelling, possess.</p> <p><b>Gymnastics:</b> extension, body tension, momentum, inversion, pathways</p> <p><b>Swimming:</b> submersion, crawl, breaststroke, rotation, sculling, treading</p>												
To be a theologist	<p>In Religious Education lessons, the skills the children will use are:</p> <ul style="list-style-type: none"> <li>to be open to learning about religions and belief</li> <li>to develop questions</li> <li>to respond, analyse and evaluate what they have learnt</li> <li>to undertake independent research</li> <li>to express knowledge and understanding</li> </ul>	<table border="1"> <tr> <td data-bbox="988 758 1130 863">Service</td> <td data-bbox="1130 758 1644 863">Investigate the role of Christian charities, such as the Salvation Army, Christian Aid and CAFOD</td> </tr> <tr> <td data-bbox="988 863 1130 932">Love</td> <td data-bbox="1130 863 1644 932">Write a letter to your friend about why it is important to help one another</td> </tr> <tr> <td data-bbox="988 932 1130 1001">Hope</td> <td data-bbox="1130 932 1644 1001">Discuss how you would feel if you were sad and someone helped you</td> </tr> <tr> <td data-bbox="988 1001 1130 1106">Aspiration</td> <td data-bbox="1130 1001 1644 1106">Read the story of the Good Samaritan and design a poster to encourage others to be like the Good Samaritan</td> </tr> <tr> <td data-bbox="988 1106 1130 1211">Friendship</td> <td data-bbox="1130 1106 1644 1211">Research about how children in Muslim communities share in festivals and ceremonies</td> </tr> <tr> <td data-bbox="988 1211 1130 1272">Trust</td> <td data-bbox="1130 1211 1644 1272">Watch BBC clips about belonging to the Muslim community</td> </tr> </table>	Service	Investigate the role of Christian charities, such as the Salvation Army, Christian Aid and CAFOD	Love	Write a letter to your friend about why it is important to help one another	Hope	Discuss how you would feel if you were sad and someone helped you	Aspiration	Read the story of the Good Samaritan and design a poster to encourage others to be like the Good Samaritan	Friendship	Research about how children in Muslim communities share in festivals and ceremonies	Trust	Watch BBC clips about belonging to the Muslim community	<p>God's Kingdom, Christian, Samaritan, donate, Bible, charities: Salvation Army, Christian Aid, CAFOD Muslim, community, responsibilities, mosque, Qur'an, prayer</p>
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To be a reflector	<p>The skills the children will use are ...</p> <p>To select feelings words</p> <p>To communicate with their peers</p> <p>To promote more effective conflict resolution</p> <p>To practise resolving conflict</p> <p>To develop their social interaction skills</p> <p>To understand that everyone is different and this is what makes us all special</p> <p>To learn self-control and how to co-operate with one another</p>	PATHS scheme of work	<p>Co-operation</p> <p>Conflict</p> <p>Resolution</p> <p>Social interaction</p>												
Educational Enhancements		Visit EON's Scroby Sands Visitor Centre to find out interesting information all about Great Yarmouth's working windfarm and how it produces electricity using renewable energy.													
Power of Reading text <i>To be a writer (including grammar)</i>	<p><b>'Ice Trap – Shackleton's Incredible Expedition' by Meredith Hooper. This retells the story of Ernest Shackleton's incredible adventure to the Antarctic in 1914.</b></p> <p>Drawing and annotating ♣ Note writing in role as character ♣ Reading journals ♣ Text marking ♣ Story mapping ♣ Role play ♣ <b>Character description</b> ♣ List poetry ♣ Letter writing</p> <p>Character description</p> <p><b>(Grammar) – using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials.</b></p>		Antarctic Expedition												

Collins Maths <i>To be a mathematician</i>	Collins Maths Scheme – Spring Tem	
Big Cat Collins Reading <i>To be a reader</i>	<p>The children will be reading books related to our project on different habitats and the Antarctic. The skills they will use are ...</p> <ul style="list-style-type: none"> <li>• giving and explaining the meaning of words in context</li> <li>• retrieving and recording information from fiction and non-fiction</li> <li>• summarising ideas</li> <li>• making inferences from texts and justifying them using evidence</li> <li>• predicting what might happen next</li> <li>• identifying and explaining how information is related and contributes to the whole text</li> <li>• identifying and explaining how meaning is enhanced through the choice of words and phrases</li> <li>• making comparisons within texts</li> </ul>	<p>Nibbling, crunching, snacking, clacking, gargling, regular, glory, fitting, reward, exhausting, communities, protection, threat, encouraging, artificial, clever, cunning, intelligent, wise, talented, solves, wails, competitors, accusing, seems</p>