Y4 Term 1

English	Setting descriptions and Instructions	**Maths**	Place value and addition and subtraction

Science: Electricity

NC objectives from curriculum progression

Children will be taught to:

Scientific Knowledge

*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.

Scientific Enquiry Skills

*develop relevant, testable questions, e.g. based on observations of animals.

*plan investigations using different types of scientific enquiry, e.g. exploring various rocks by observing change over time, running comparative tests and conducting surveys.

*set up comparative and fair tests, e.g.. finding patterns in the sounds made by elastic bands of different thicknesses.

*use various equipment, as instructed, repeatedly and with care, e.g. rulers

*recognise the importance of using standard units and measures accurately.

*use various ways to record, group and display evidence, e.g. grouping and classifying various rocks.

*use words and diagrams to record findings, e.g. how habitats change during the year.

*use various ways to record evidence, e.g.. recording what happens to teeth when left in different liquids

*present findings either in writing or orally, e.g. answering questions about how humans digest food.

*write a conclusion based on evidence, e.g. materials electrical conductors are made of.

*use evidence to suggest further relevant investigations, e.g. making own instruments, using ideas about pitch and volume

*recognise patterns that relate to scientific ideas, e.g. finding out which materials make better earmuffs

*use evidence to produce a simple conclusion, e.g. the changes that occur when rocks are in water.

Notes and guidance (non-statutory)

Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.

Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.

Note: pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.

Pupils might work scientifically by:

-observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

History/Geography: Anglo-Saxons and Vikings: Who will rule Britain?

NC objectives from curriculum progression

Children will (be taught to):

Historical Knowledge

*learn about Anglo-Saxon and Scots invasions after Roman withdrawal; Viking raids and invasion; resistance by Alfred the Great and Athelstan

*identify this period in history on a chronological timeline, between the Romans and the Normans

*sequence events within this period

*be taught historical vocabulary: Romans, Anglo-Saxons, Vikings, AD, BC, century, monarchy, reign

Historical Concepts

*identify the causes of the power struggle for sovereignty of Britain between AD 410 and 1066

*identify the Anglo-Saxon legacy: people's names, place names, English language

*evaluate push and pull factors for invaders/settlers in coming to Britain

Historical Enquiry

*address and devise historically valid questions relating to cause, effect, change and significance

*construct responses to questions, using relevant evidence

*using a range of sources, write an evaluation of Alfred the 'Great'

*examine Viking and Anglo-Saxon artefacts and source materials and draw conclusions from them

*examine the validity of the traditional portrayal of Vikings

*use evidence to write a synopsis of the power struggle between AD 410 and 1066, in response to the overarching question

Geographical Knowledge

*locate countries in Europe and seas/oceans within that region

*identify the position and significance of the Equator; the Southern and Northern Hemispheres; and the Arctic and Antarctic circles

Geographical Understanding

*identify push and pull factors informing choices about where people live

Geographical Enquiry

*use maps, atlases, globes and digital/computer mapping to locate countries

*use the eight points of the compass, symbols and keys to build their knowledge of Europe and identify and describe the routes travelled by Vikings

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
	Take measurements of length for slopes investigation Present results/data in graph form	

Art/DT: Portraiture

Children will:

ICT: We are animators: make an animation with music using iPads and 'GarageBand'

Children will be taught:

Information Technology

*how to plan and execute a project in which they use software on an iPad to create an animation with sound with some degree of independence.

*to use multiple programs on an iPad to record audio and use this in their animation.

*to consider whether digital content is relevant for a given purpose or question. For example, selecting appropriate music for their animation.

Digital Literacy

*the difference between acceptable and unacceptable behaviours when using digital technology for filming and the use of others' original content, such as music samples .

*to report inappropriate behaviour when using technology in school to their teacher, the network manager or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school.

*to report any concerns over, or inappropriate behaviour with, digital technology to their parents, their teacher or with another trusted adult.

PHSE: You and Me (Relationships and mental health)

Children will be taught:

R1. to communicate their feelings to others, to recognise how others show feelings and how to respond

R2. to recognise that their behaviour can affect other people

R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable,

anxious or afraid
H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

French: The Classroom

Children will be taught how to:
*recognise and repeat from memory simple classroom objects and use the correct gender.
*say what they have and do not have in their pencil case.
*recognise and respond to simple classroom commands and praise.

PE

Indoor PE
Fitness & Multi-Skills /Swimming (Multi-Ability Focus: Health & Fitness)
Outdoor PE
Invasion Games (Netball/Basketball) and Outdoor/Adventurous (Multi-Ability Focus: Health & Fitness)

Music

Music Express: Exploring rhythmic patterns
Learning to play the recorder: Visual Musical Minds
Vikings song
https://www.youtube.com/watch?v=CvkhUx2k5Qs

RE: What does it mean to be a Hindu in Britain today?

This unit will enable children to:
*describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).
*describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).
*suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
*identify similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).
*discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).