

Y4 Term 2

English	Beowulf -Defeating the beast story How to Trap a Dragon -Explanation texts –dragon traps (DT)	Maths	Multiplication, division and area
Science: Forces, focusing on Magnets			
NC objectives from curriculum progression Pupils will be taught to: <u>Scientific Knowledge</u> *compare how things move on different surfaces *notice that some forces need contact between two objects, but magnetic forces can act at a distance *observe how magnets attract or repel each other and attract some materials and not others *compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials *describe magnets as having two poles *predict whether two magnets will attract or repel each other, depending on which poles are facing. <u>Scientific Enquiry Skills</u> *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. <u>Notes and guidance (non-statutory)</u> <i>Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</i> <u>Pupils might work scientifically by:</u> -comparing how different things move and grouping them -raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions -exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not -looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another -identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.			

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

NC objectives from curriculum progression

Pupils 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
Explanations Spelling – etymology of place names Script for a news report Research skills Alfred the Great information text Persuasive speech Information text		Vikings and Anglo-Saxons workshop

Art/DT: DT – Dragon Traps (Structures)

Children will:

Design

- *explore a range of pulley systems used in everyday products such as blinds, on a flagpole, on a building site and theatre curtains
- *investigate how pulleys work
- *describe the purpose of their product – an effective dragon trap using a pulley system
- * use their research to begin to develop their own design criteria for a dragon trap using a pulley system

- *through discussion, explore, develop and communicate design proposals by modelling ideas, using ICT where appropriate
- *make design decisions that take account of the availability of resources
- *make labelled drawings from different views showing specific features, indicating the features that will appeal to intended users and how particular parts work

Make

- *plan the order of the main stages of making
- *select appropriate tools and techniques for making their product, explaining their choices
- *select materials, using scientific knowledge about the properties of materials to inform their choice (junk materials)
- *be taught how to construct a pulley system (pencil, thread spool, plastic cup and wool) to work between 2 tables
- *measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
- *join and combine materials and components accurately in temporary and permanent ways
- *use finishing techniques to ensure the aesthetic appeal of their product (focus on camouflage finish)

Evaluate

Start of the units

- *evaluate products relevant to their dragon trap, analysing:

- how well products have been designed	- how well products have been made	- why materials have been chose	- what methods of construction have been used
- how well products work	- how well products achieve their purposes	- how well products meet user needs and wants	- who designed and made the products
- where products were designed and made	- when products were designed and made	- whether products can be recycled or reused	

- *identify criteria that can be used for their own designs

During the units

- *consider how well their design is meeting their intended purpose by referring to the design criteria and decide whether they need to make any changes

End of the units

- *evaluate their product against the original design criteria, carrying out appropriate tests: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.

PSHE: Getting On and Falling Out

Children will be taught :

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R16. to recognise and challenge stereotypes

French: My Family

Children will be taught how to:

- *say the nouns in French for members of their family.

- *tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.

*count, reaching 100, to enable students to say the age of various family members.

*use the pronouns mon, ma and mes in French.

PE

Indoor PE

Indoor Athletics/Swimming (Multi-Ability Focus: Physical)

Outdoor PE

Invasion Games (Football/Handball) and Outdoor/Adventurous (Multi-Ability Focus: Physical)

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).