

Y4 Term 3

English	The Midnight gang: Next chapter Persuasive letters	Maths	Fractions and time
Science: Rocks and Soils			
NC objectives from termly overviews Pupils should be taught to: <u>Science Knowledge</u> *compare and group together different kinds of rocks on the basis of their appearance and simple physical properties *describe in simple terms how fossils are formed when things that have lived are trapped within rock *recognise that soils are made from rocks and organic matter <u>Scientific 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>Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</i> <u>Pupils might work scientifically by:</u> <i>*observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time;</i> <i>*using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. *Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</i> <i>*Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.</i> <i>*They can raise and answer questions about the way soils are formed.</i>			

Geography: Africa

NC objectives from curriculum progression

Children will be taught to:

Geographical Knowledge

*locate Africa's countries and the oceans around it, concentrating on key physical and human characteristics

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

Geographical Understanding

*describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers and mountains

*describe and understand key aspects of human geography, including: types of settlement, land use and natural resources

*understand geographical similarities and differences between locations (UK and Africa)

Geographical Enquiry

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

*use the eight points of the compass, four-figure grid references, symbols and key to build their knowledge of Africa

*use a range of methods including graphs, and digital technologies

English activities/links

Maths activities/links

Outdoor learning/ Visits/Visitors

Observing rocks used in the local environment

Art/DT: Art – Sculpture

Children will:

Appreciate and Gain Knowledge

*view photographs of Henry Moore's sculptures

*explore the ideas he conveys through his sculptures

*learn about the materials and techniques that he used and how fluid shapes from nature inspired him (stones, hills...)

Research and Design

*collect pebbles and sketch the different shapes

*investigate how the design of Moore's sculptures often originated from a natural object (Tate Modern website)

*sketch ideas for own abstract sculpture with fluid shapes

Experiment and Create

*learn about and experiment with clay techniques (Twinkl poster, online clips)

*select appropriate tools and techniques to produce their sculpture

Evaluate

*work closely with peers to evaluate and improve work

*refine designs and techniques with support/independently where necessary

ICT: We are programmers: use Hour of Code to develop coding skills and Scratch to apply skills

Children will be taught:

Computer Science

*to write a program for a game in Scratch in which the user has to provide some input by using key presses or the mouse.

*to create a Scratch program to simulate a simple physical system – traffic lights.

*to plan a project as part of a team, breaking the project down into a set of tasks.

*to use sequence and repetition in their game created in Scratch, including sequences of commands or blocks and some repetition. Repetition will typically be for a fixed number of times, but might also include exit conditions (e.g. repeat...until...).

*to write a program that accepts keyboard input and produces on-screen output. In Scratch write a program that displays a question, accepts typed input and responds in an appropriate way to what is typed.

- *to use logical reasoning to identify and explain how an algorithm, using both sequence and repetition works. Repetition is likely to be 'forever' or for a set number of times, although end conditions (e.g. repeat...until...) could be used.
- *to identify and give reasons for errors that they find in programs using their knowledge of program code.
- *to correct errors using logical reasoning and explain how they have fixed them.
- *to confirm that they have fixed errors by testing the new version of their program.

Digital Literacy

- *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. (Using Scratch online)

PHSE: Safe: Growing Independence

Children will be taught:

- H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

French: My Home

Children will be taught how to:

- *say whether they live in a house or an apartment and say where it is.
- *repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.
- *tell somebody in French what rooms they have or do not have in their home.
- *ask somebody else in French what rooms they have or do not have in their home.
- *create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).

PE

Indoor PE
Gymnastics/Swimming (Multi-Ability Focus: Cognitive)
Outdoor PE
Invasion Games – Rugby and Hockey (Multi-Ability Focus: Cognitive)

Music

Music Express: Exploring arrangements
Learning to play the recorder: Visual Musical Minds
Exploring African music and instruments -djembe

RE: Why is Jesus inspiring to some people?

This unit will enable children to:

- *make connections between some of Jesus' teachings and the way Christians live today (A1).
- *describe how Christians celebrate Holy Week and Easter Sunday (A1).
- *give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).
- *identify the most important parts of Easter for Christians and say why they are important (B1).
- *present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).