

Y4 Term 4

English	Chinye/Mufaro's Beautiful Daughter -Rags to Riches: Story Endings (African stories) One Plastic Bag -Information texts Plastic/recycling	Maths	Decimals and money
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; *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. *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. *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

Climate graphs

Talk/Q&A with Jamaican parent

Art/DT: DT - Textiles

Children will:

Design

- *explore a range of African weaving: baskets, cloth (rugs, clothing etc) and recycled plastic products, particularly woven plastic bags produced by African collective as described in the book: One Plastic Bag
- *investigate weaving processes
- *describe the purpose of their product – a woven product, recycling used fabric
- *having evaluated existing examples of woven products, identify criteria that can be used for their own designs
- *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

- *develop a clear plan of how to use materials, equipment and processes; suggest alternative methods if the first attempts fail
- *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
- *be taught how to weave and sew effectively
- *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 simple graphical communication techniques
- *use finishing techniques to ensure the aesthetic appeal of their product

Evaluate

At the start of the unit:

- *evaluate examples of woven products, analysing:

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| - 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 unit:

*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 At the end of the unit: <i>*evaluate their product against the original design criteria, carrying out appropriate tests:</i>
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)
PSHE: The Wider World: Rules and Laws
Children will be taught: L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L12. to consider the lives of people living in other places, and people with different values and customs
French: Clothes
Children will be taught how to: *repeat and recognise the vocabulary for a variety of clothes in French. *use the appropriate genders and articles for these clothes. *describe what they and other people are wearing. *use the verb PORTER in French. *say what they would wear in different weather.
PE
Indoor PE Gymnastics/Swimming (Multi-Ability Focus: Creative) Outdoor PE Net and Wall (Multi-Ability Focus: Creative)
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).