

Y4 Term 6

English	I Was a Rat -News Reports The Snowman -Meeting story (may need to change as they go to see Santa)	Maths	Statistics, area and perimeter
Science: Plants			
NC objectives from curriculum progression Children will be taught to: Scientific Knowledge *identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers *explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant *investigate the way in which water is transported within plants 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. <u>Notes and guidance (non-statutory)</u> <i>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</i> <i>Note: pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</i> <u>Pupils might work scientifically by:</u> --comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser -discovering how seeds are formed by observing the different stages of plant life cycles over a period of time -observing how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.			
History/Geography: Ancient Egypt – What did the Ancient Egyptians achieve?			
NC objectives from the curriculum progressions Children will (be taught to): Historical Knowledge *learn about everyday life and significant achievements in the Ancient Egypt civilisation *identify this period of history on a chronological timeline, comparing it to other ancient civilisations *be taught historical vocabulary: civilisation, ancient, AD, BC, century, millennium, monarchy, primary and secondary sources, legacy Historical Concepts			

- *identify the role the River Nile played in the growth of this early civilisation
- *evaluate the significance of Ancient Egyptian achievements: written language, social structure, building
- *identify the cause and effect of Ancient Egyptians' death rituals (beliefs about the afterlife and the lasting legacy of the pyramids)
- *address and devise historically valid questions relating to cause, effect, change and significance

Historical Enquiry

- *construct informed responses to questions, involving thoughtful selection and organisation of evidence
- *evaluate evidence about who built the pyramids and write a conclusion with evidence about their opinion on whether slaves built the pyramids or not
- *identify and compare primary and secondary sources

Geographical Knowledge

- *locate Africa and Egypt on a map
- * identify the position and significance of the Equator; and the Southern and Northern Hemispheres; and the Arctic and Antarctic circles

Geographical Understanding

- *identify how the distribution of natural resources, particularly the River Nile, contributed to the development of the civilisation (links between physical and human geography)
- *learn about the role of the Nile in farming, trade and the development of settlements
- *learn about the source and tributaries and which sea it flows in to

Geographical Enquiry

- *use maps, atlases, globes and digital/computer mapping to locate Africa and Egypt and chart the course of the Nile through other African countries
- *use maps, atlases, globes and digital/computer mapping to identify other physical and human features of Egypt: lakes, mountains, other rivers, modern cities
- *use the eight points of the compass, four-figure grid references, symbols and keys to build their knowledge of the wider world

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Research skills Instructions Recount		KIC Theatre workshop - PSHE Ancient Egypt workshop Virtual visit - Emma Carroll (author)

Art/DT: Art – Egyptian pharaoh death mask

Children will:

Appreciate and Gain Knowledge

- *research what Egyptian death masks looked like, how they were made and what their purpose was
- *discuss what meanings were being conveyed by the choice of designs, colours and materials

Research and Design

- *use research to generate personal ideas about what meanings to convey in their own work and how to use materials, designs and colour to convey them
- *use sketchbooks to record research and develop ideas with annotations

Experiment and Create

- *experiment with using ModRoc as a modelling material and as a way of affixing materials together
- *use ModRoc effectively to create a mask which reflects their design and intentions

Evaluate

- *begin to make notes on their progress and how they think they may modify or improve ideas or processes/techniques
- *take part in class evaluation, identifying where intentions have been met and sharing ideas of how to improve outcomes further

ICT: We are virtual architects: create a virtual representation using Sketchup

Children will be taught:

- *to use logical reasoning to detect errors in algorithms.
- *how take a complex problem (how create a 3D representation of Italian landscapes/structures), identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified.
- *to create a 3D computer model

*to create a virtual representation of an urban/rural landscape.
PSHE: Keeping Healthy: Healthy Choices
Children will be taught:: H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
French: At the Cafe
Children will be taught how to: *order from a selection of foods from a French menu. *order from a selection of drinks from a French menu. *order a French breakfast. *order typical French snacks. *ask for the bill. *remember to say hello, goodbye, please and thank you.
PE
Indoor PE Real PE (Multi-Ability Focus: Personal) Outdoor PE Indoor Athletics (Multi-Ability Focus: Social)
Music
Music Express: Exploring melodies and scales Learning to play the recorder: Visual Musical Minds Mummy song (Egyptian) https://www.youtube.com/watch?v=Cn7jTPj4zsg
RE: What can we learn from religions about deciding what is right from wrong?
This unit will enable children to: *make connections between stories of temptation and why people can find it difficult to be good (A2). *discuss their own and others’ ideas about how people decide right and wrong (C3). *give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). *give examples of ways in which some inspirational people have been guided by their religion (B1). *identify some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). *find out at least two teachings from religions about how to live a good life (C3). *express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).