

Summer Term One



Eureka!

Year Four Summer Term One Overview

Imagine a life without knowing about the power of electricity, without the electrical devices that we use daily, without being able to see lightning and understand it: this world described seems hard work and confusing. This half-term the children will explore the world of electricity and find out about one man who became incredibly famous.

English

Programme of study includes: word reading, comprehension, transcription, handwriting, composition and vocabulary, grammar and punctuation.

The process of writing includes: Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

Inspiration:

- *Tinderbox* by *Hans Christian Andersen*
- *I was a Rat!* By *Philip Pullman*

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Class Reading Book: Michael Faraday

Music

Exploring composition, beat, notation and performance

- to use and understand staff and other musical notations

Physical Education

Athletics, cricket, folk dance and Latin/ballroom

- to control and coordinate their bodies and movements with increasing skill and confidence
- to follow and apply more complex rules in a range of competitive and cooperative games and physical activities
- to develop physical skills and techniques by observation, evaluation and refinement; and to use repetition and practice to reach higher standards
- to use tactics, strategies and compositional ideas to achieve set objectives and improve performance
- to recognise ways in which stamina and flexibility can be improved through daily physical activity

Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

Themes raised in the class text: capital punishment, choices and greed.

RRS: 37 and 40

Religious education:

Place of worship trip to a Jewish synagogue.

Geography

Physical geography

- to describe and understand key aspects of physical geography, including: mountains
- to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

French

- Names of animals and different sports
- Pocket money and the vocabulary used inside a toy shop

Eureka!

Computing

Sphero

- to control or simulate physical systems
- to work with various forms of input and output
- to use logical reasoning to detect and correct errors in programs / Debug programs
- to use repetition in programs

Science

Learning Objectives:

I can identify common appliances that run on electricity.

I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

I can 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.

I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

I can recognise some common conductors and insulators, and associate metals with being good conductors.

Scientific Enquiry Skills

Ask relevant questions, and use different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers

Gather, record, classify and present data in a variety of ways to help in answering questions

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identify differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support their findings

Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through Maths No Problem. Alongside this, the children will apply their maths skills across the curriculum, for example they will interpret and present data using 'Google Forms' and then solve comparison sum and difference problems. Whilst learning about mountain ranges, they will apply what they have learnt about converting between units of measurement.



Art and Design Technology

Design Technology:

Design

•to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

•to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided-design.

Make

•to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

•to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

•to understand and use electrical systems in their products, e.g. series circuits incorporating switches, bulbs, buzzers and motors

Art and Design

Working towards exhibiting their favourite art work which demonstrates the four step approach.