

<b>Year Four Term 4</b>		<b>Electricity</b>
<b>English</b>		<b><u>Reading for Enjoyment</u></b>
	<p><b>MAIN TEXT: <u>Leon and the Space Between</u></b> (quest)</p> <p><b>POETRY: Exploring Poetic Types</b>  The Owl and the Pussy Cat (performance poetry)  The door / Magic Box (Pie Corbett Jumpstart Poetry page 94/118)</p> <p><b>NARRATIVE: Stories in an Imaginary World</b>  Leon and the Space Between –First Person (Big Write innovate)</p> <p><b>NON FICTION: Discussion Text</b>  ‘Should children do housework’ (Pie Corbett)  (Big Write ‘Is magic real?’)</p>	<p>Famous Five – Enid Blyton</p> <p><b><u>Picture Book</u></b>  The Man Who Walked Between Towers</p>
<b>Mathematics</b>	<p>Maths No Problem</p> <p>Chapter 7 - Graphs</p> <p>Chapter 8 – Fractions</p> <p>Chapter 9 - Time</p>	
<b>Science</b>	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>•Can they identify common appliances that run on electricity?</li> <li>•Can they construct a simple series electric circuit?</li> <li>•Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?</li> <li>•Can they 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?</li> <li>•Can they recognise that a switch opens and closes a circuit?</li> <li>•Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?</li> <li>•Can they recognise some common conductors and insulators?</li> <li>•Can they associate metals with being good conductors?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they explain how a bulb might get lighter?</li> <li>•Can they recognise if all metals are conductors of electricity?</li> <li>•Can they work out which metals can be used to connect across a gap in a circuit?</li> <li>•Can they explain why cautions are necessary for working safely with electricity?</li> </ul> <p><b><u>Working scientifically</u></b></p> <ul style="list-style-type: none"> <li>•Can they identify patterns in how electrical components behave/perform in differently configured circuits?</li> <li>•Can they compare materials in relation to how effectively they function in an electrical circuit i.e. conductivity</li> </ul>	
<b>History</b>	No history	
<b>Geography</b>	No geography	
<b>e-safety</b>	<p><b>Knowledge and Understanding</b></p> <p>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</p> <ul style="list-style-type: none"> <li>•Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?</li> <li>•Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?</li> <li>•Can they use strategies to verify information, e.g. cross-checking?</li> <li>•Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?</li> <li>•Do they understand that copyright exists on most digital images, video and recorded music?</li> <li>•Do they understand the need to keep personal information and passwords private?</li> <li>•Do they understand that if they make personal information available online it may be seen and used by others?</li> <li>•Do they know how to respond if asked for personal information or feel unsafe about content of a message?</li> <li>•Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school’s policy?</li> <li>•Do they know how to report an incident of cyber bullying?</li> <li>•Do they know the difference between online communication tools used in school and those used at home?</li> <li>•Do they understand the need to develop an alias for some public online use?</li> <li>•Do they understand that the outcome of internet searches at home may be different than at school?</li> </ul> <p><b>Skills</b></p> <p>Do they follow the school’s safer internet rules?</p> <ul style="list-style-type: none"> <li>•Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?</li> <li>•Can they begin to identify when emails should not be opened and when an attachment may not be safe?</li> <li>•Can they explain how to use email safely?</li> <li>•Can they use different search engines?</li> </ul>	

<b>Computing</b>	<p><b><u>Multimedia – iMovie</u></b>  I can discuss a film clip and say what has worked well  I can capture a simple film  I can plan and rehearse my film  I can create and edit my film x2 lessons  I can evaluate my film</p>
<b>Religious Education</b>	<p><b><u>Why is Easter important to Christians?</u></b>  What are the symbols associated with Easter and how do they suggest new life?  What is Palm Sunday?  What are the events of the Last Supper and how are the symbolisms used today?  Why did Jesus wash the feet of his disciples?  What were the events in the Garden of Gethsemane?  What are the events surrounding the Crucifixion and Resurrection?  Why is Easter so important to Christians?</p>
<b>Physical Education</b>	<p><b><u>Invasion Games</u></b>  <b>Health and fitness</b>  •Can they explain why warming up is important?  •Can they explain why keeping fit is good for their health?  <b>Acquiring and developing skills</b>  •Can they select and use the most appropriate skills, actions or ideas?  •Can they move and use actions with co-ordination and control?  •Can they make up their own small-sided game?  <b>Games</b>  •Can they move to find a space when they are not in possession during a game?  •Can they vary tactics and adapt skills according to what is happening?  <b>Evaluating and improving</b>  Can they explain how their work is similar and different from that of others?  •Can they use their comparison to improve their work?</p> <p><b><u>Coach – Hockey</u></b>  <b>Acquiring and developing skills</b>  •Can they select and use the most appropriate skills, actions or ideas?  •Can they move and use actions with co-ordination and control?  •Can they make up their own small-sided game?  <b>Games</b>  •Can they hit a ball accurately and with control?  •Can they keep possession of the ball?  •Can they move to find a space when they are not in possession during a game?  •Can they vary tactics and adapt skills according to what is happening?  <b>Evaluating and improving</b>  •Can they explain how their work is similar and different from that of others?  •Can they use their comparison to improve their work?</p>
<b>Art and Design</b>	<p>No art &amp; design</p>
<b>Design and technology</b>	<p><b><u>Alarms/Torches</u></b>  <b>Electrical and mechanical components</b>  •Can they add things to their circuits?  •How have they altered their product after checking it?  •Are they confident about trying out new and different ideas?  <b>Mouldable materials</b>  •Can they use a range of advanced techniques to shape and mould?  •Do they use finishing techniques, showing an awareness of audience?  <b>Stiff and flexible sheet materials</b>  •Can they measure carefully so as to make sure they have not made mistakes?  •How have they attempted to make their product strong?  <b>Developing, planning and communicating ideas</b>  •Can they come up with at least one idea about how to create their product?  •Do they take account of the ideas of others when designing?  •Can they produce a plan and explain it to others?  •Can they suggest some improvements and say what was good and not so good about their original design?  <b>Working with tools, equipment, materials and components to make quality products</b>  •Can they tell if their finished product is going to be good quality?  •Are they conscience of the need to produce something that will be liked by others?  •Can they show a good level of expertise when using a range of tools and equipment?  •Do they work at their product even though their original idea might not have worked?  <b>Evaluating processes and products</b>  •Have they thought of how they will check if their design is successful?  •Can they begin to explain how they can improve their original design?  •Can they evaluate their product, thinking of both appearance and the way it works?  •Do they take time to consider how they could have made their idea better?</p>

