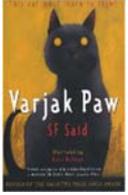
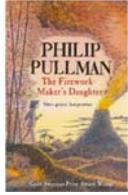
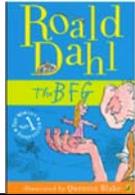
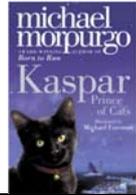


Year Four Term 4 Electricity

	Writing Map	Reading Spine				
English	Theme	Electricity				
	Main text	Leon and the Places Between 				
	Text type and focus	Journey tale Focus: dialogue				
	Poetry	The Door/Magic Box – Pie Corbett				
	Non-fiction	Discussion: Should magic be taught in schools?				
Mathematics	Maths No Problem Chapter 7 - Graphs Chapter 8 – Fractions Chapter 9 - Time					
Science	<p>Working Scientifically</p> <p>Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they ask relevant questions and using different types of scientific enquiries to answer them • Can they set up simple practical enquiries, comparative and fair tests • Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Can they gather, record, classify and present data in a variety of ways to help answer questions • Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Can they identify differences, similarities or changes related to simple scientific ideas and processes • Can they use straightforward scientific evidence to answer questions or to support their findings. <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they identify patterns in how electrical components behave/perform in differently configured circuits? • Can they compare materials in relation to how effectively they function in an electrical circuit i.e. conductivity <p><i>Some topics require children to ‘make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 4 that topic is: Living things and their habitats.</i></p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> • Can they identify common appliances that run on electricity? • Can they construct a simple series electric circuit? • Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? • 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? • Can they recognise that a switch opens and closes a circuit? • Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? • Can they recognise some common conductors and insulators? • Can they associate metals with being good conductors? • Can they explain how a bulb might get lighter? • Can they work out which materials can be used to complete a gap in a circuit? • Can they explain why precautions are necessary for working safely with electricity? 					
History	No history					
Geography	No geography					
e-safety	<p>Knowledge and Understanding</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"> • Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? • Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? • Can they use strategies to verify information, e.g. cross-checking? 					

	<ul style="list-style-type: none"> •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <p>Do they follow the school's safer internet rules?</p> <ul style="list-style-type: none"> •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? •Can they begin to identify when emails should not be opened and when an attachment may not be safe? •Can they explain how to use email safely? •Can they use different search engines?
Computing	<p><u>Multimedia – iMovie</u></p> <p>I can discuss a film clip and say what has worked well</p> <p>I can capture a simple film</p> <p>I can plan and rehearse my film</p> <p>I can create and edit my film x2 lessons</p> <p>I can evaluate my film</p>
Religious Education	<p><u>Why is Easter important to Christians?</u></p> <p>What are the symbols associated with Easter and how do they suggest new life?</p> <p>What is Palm Sunday?</p> <p>What are the events of the Last Supper and how are the symbolisms used today?</p> <p>Why did Jesus wash the feet of his disciples?</p> <p>What were the events in the Garden of Gethsemane?</p> <p>What are the events surrounding the Crucifixion and Resurrection?</p> <p>Why is Easter so important to Christians?</p>
Physical Education	<p><u>Invasion Games</u></p> <p>Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •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? <p>Games</p> <ul style="list-style-type: none"> •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? <p>Evaluating and improving</p> <p>Can they explain how their work is similar and different from that of others?</p> <ul style="list-style-type: none"> •Can they use their comparison to improve their work? <p><u>Coach – Hockey</u></p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •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? <p>Games</p> <ul style="list-style-type: none"> •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? <p>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work?
Art and Design	No art & design
Design and technology	<p><u>Alarms/Torches</u></p> <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> •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? <p>Mouldable materials</p> <ul style="list-style-type: none"> •Can they use a range of advanced techniques to shape and mould?

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| | <ul style="list-style-type: none">• Visitors –Christianity• Magician |
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