

Year 4 - Turn it up

	Science	Geography	History	DT	Art
Learning Objectives	<p>Working scientifically</p> <ul style="list-style-type: none"> To work scientifically <p>Physics To understand electrical circuits</p> <p>To investigate sound and hearing</p>	<ul style="list-style-type: none"> To investigate places To communicate geographically 	<ul style="list-style-type: none"> To investigate and interpret the past To build an overview of world history To understand chronology To communicate historically 	<ul style="list-style-type: none"> To master practical skills To design, make, evaluate and improve To take inspiration from design throughout history <p>DT to be taught using the following cycle: Evaluate Explore skills Design Make Evaluate</p>	<ul style="list-style-type: none"> To develop ideas To master techniques To take inspiration from the greats <p>Art to be taught using the following cycle: Evaluate Explore skills Plan Create Evaluate</p>
Milestones	<p>Working Scientifically</p> <ul style="list-style-type: none"> Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. 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, 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 and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings <p>To understand electrical circuits</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. <p>To investigate sound and hearing</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. 	<p>To investigate places</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. <p>To communicate geographically</p> <ul style="list-style-type: none"> Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. 	<p>Materials</p> <ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques. <p>Construction</p> <ul style="list-style-type: none"> Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. <p>To design, make, evaluate and improve</p> <ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Use software to design and represent product designs. <p>To take inspiration from design throughout history</p> <ul style="list-style-type: none"> Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work. 	<p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <p>To master techniques</p> <p>Collage</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.

RE	What makes me the person I am?	
PE units	Indoor: Dance - Diwali Dance	Outdoor: Net/Wall Games (P'copy lessons from Upper KS2 folder-pg163-186)
PSCHE	Healthy me	
Spanish	Classroom language and items & Christmas Numbers 1-20 revision Gender of nouns focus (a and the)	
Educational experience	Geffrye Museum - outreach team in school Jane Wheeler music workshop Visit to local place of worship Mandir - small group	