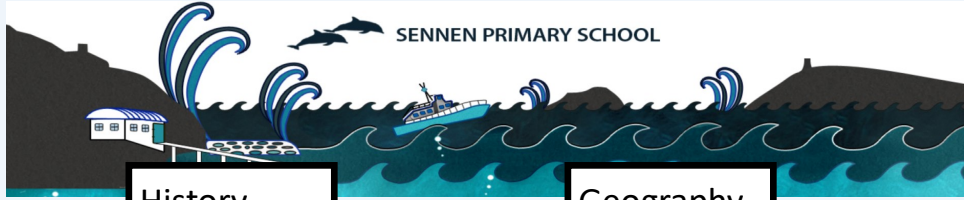


In this topic children gain an understanding of the different oceans of the world & are able to use atlases & maps more confidently. They will also understand electrical components and how to make a simple circuit before applying their knowledge in a cross curricular way.



History

Intent—To be able to recall facts learned in Term 3.

Prior Learning— To be able to identify how Britain changed from the Roman Invasion. There will be a focus on Knowledge acquisition.

Sequence of learning

Next Steps— Historical knowledge will be revisited in Cycle A Term 1 when The Stone Age to Iron Age is studied in depth.

Impact

Children will have an understanding of chronology and can interpret the past from a range of sources.

Geography

Intent -to be able to develop locational knowledge to locate oceans using maps.

Prior Learning— Mapping the UK in Y2 & learning about the oceans.

Sequence of learning

Use atlases to locate the 5 oceans & 7 seas.

Locate the Equator & the tropics.

Use the 8 different compass points.

Identify the different depth zones & research which creatures can live at each stage.

Environmental field work—beach litter pick. Sort litter into different groups

Next Steps— locational/ physical geography through volcanoes & earthquakes.

Impact

Children will demonstrate a working knowledge of the oceans and use directional knowledge to describe position. To become more confident at using maps/ atlases and an awareness of local environmental issues.

Science

Intent—to be able to understand the components of & construct an electrical circuit.

Prior Learning— naming the skeleton, understanding the digestive system, knowing how to look after your teeth & knowing how we hear sound.

-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 some common conductors and insulators, and associate metals with being good conductors.

-Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Next Steps— understanding electrical circuits & how to construct a series circuit. This topic is revisited in term 1 Cycle A (Cowloe).

Impact

Children will identify electrical components & construct a simple circuit understanding how it can be broken.

Computing

Intent—to use a range of techniques to create a stop-frame animation using tablets & apply those skills to create an animation linked to English.

Prior Learning— pupils have developed their understanding of digital & non-digital devices and how they can connect to each other. They have also been able to programme by sequencing sounds.

Sequence of learning

1—Can a picture move? (understand that animation is a sequence)

2— Frame by Frame (relate animated movement with a sequence of images)

3— What's the story? (**begin link to English/ plan an animation**)

4 — Picture perfect (identify the need to work consistently & carefully)

5- Evaluate & make it great! (to review & improve an animation)

6— Lights, camera, action! (evaluate the impact of including other media)

Next Steps— using desktop publishing software.

Impact

Children will produce a stop frame animation based on their English work e.g. Persuasive advert to care for our oceans.

PSHE

Intent—to be able to identify how we can stay safe physically, mentally and online.

Prior learning—The children have looked at keeping themselves and others safe, how to stay safe and be kind online, This term we will be finishing off the 'safety and the changing body' topic by introducing puberty to year 4 and focussing on bodily health and first aid.

Sequence of learning

Lesson 1: Choices and influences—Learning about the choices people can make themselves and those which are made by others.

Lesson 2: Year 3 -First aid—learn how to call for help in an emergency.

Year 4: An introduction to puberty—To recognise the physical differences between children and adults

Lesson 3: 3: Road safety—To develop an understanding of safety on or near roads

Year 4: Growing up: Learning about some of the physical changes pupils will experience as they go through puberty and understanding that physical change is part of growing up.

Active citizen unit

Lesson 4: Recycling and reusing—To understand the environmental benefits of recycling or reusing

Lesson 5: Local Council and democracy—To begin to understand how democracy works in the local area

Lesson 6: Rules—To understand why we have rules and the consequences of breaking rules at school and home .

Impact

Children will practise and use different first aid techniques. They will have an understanding of the effects drugs and alcohol can have on the body and how to keep themselves healthy.

Beach Clean (TBC).

Art

D & T

Music

French

Texts that match our topic

Intent—

Intent— To be able to design and make a template and select and cut fabrics to make an Egyptian collar.

Intent— To use three pitches (C-D-E) and four rhythmic durations to create simple music.

Intent—To revisit numbers to 100
To name popular French foods and identify whether they are masculine or feminine.

Prior Learning— The children have explored Egyptian art through applying the styles, patterns & techniques.

Prior Learning— The children made structures (pyramids) and look at joining techniques.

Prior learning— Pupils have used C, D & E to create pieces on the glockenspiel.

Prior Learning

Last term pupils learn names of common animals and described them using adjectives of colour and size.

Sequence of learning

None this half term

Sequence of learning

L1—to learn how to sew cross-stitch & applique

L2—to develop & use a template

L3— to assemble fabric parts into a fabric product

L4- to decorate fabric using cross-stitch & applique

Sequence of learning

Lesson 1: Rhythm patterns.

Lesson 2: Just 3 notes

Lesson 3: Keep it minimalist

Impact—Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'. Recognise and copy rhythms and pitches C-D-E.

2nd module— Samba with Sergio

Intent— To explore call-and-response through word rhythms, and body and vocal percussion

Lesson 1: Introduction to Brazilian carnival, samba, and Sérgio Mendes.

Lesson 2: Exploring beat with Magalenha.

Lesson 3: Learning more about Afro-Brazilian music by exploring vocal percussion.

Impact—Move in time with the beat of the music. Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. Perform vocal percussion as part of a group. Talk about what they have learnt about Brazil and carnival.

Sequence of learning

Lesson 1: Ordering food and drink in a French café—To use questions to make requests

Lesson 2: Managing money in French—To use numbers to calculate amounts of money in French

Lesson 3: French Shops—To create descriptive sentences.

Lesson 4: French Food—To give opinions using singular nouns

Lesson 5: French Food—Le Menu—To use familiar spoken and written language for practical communication.

Next steps

Next term they will be continuing to look at French food, and how it is linked to French celebrations.

Impact

Children will be able to order and pay for a range of food at a French café using the correct definite article.

Next steps— we will move on to look at paint & colour mixing using natural materials in Cycle A Term 3.

Impact

Impact The children will be able to learn and apply two new sewing techniques – cross-stitch and appliqué & utilise these new skills to design and make a cushion or Egyptian collar.

