

Fowey Primary School: Half termly Overview

Year 4 Summer 1

Science: Electricity

Intent: Identify common appliances that run on electricity. Construct a simple series electrical circuit identifying and naming its basic parts: cells, wires, bulbs, switches and buzzer. Identify whether 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. Recognise common conductors and insulators

Sequence of lessons:

1. Can I identify components of a circuit and their symbols?
2. Can I construct a simple circuit?
3. Can I draw circuit diagrams?
4. Can I investigate circuits?
5. Can I identify electrical conductors?
6. Can I explain my understanding of electricity?

Key Vocabulary: Electricity, electrical device, mains plug electrical circuit, complete, circuit component, cell battery, positive, negative, connect, loose connection, short, circuit crocodile clip

Impact: Children can build circuits with different components and draw circuit diagrams to accompany them. They understand electrical conductors and insulators.

History: Ancient Greece

Intent: To understand in what ways Ancient Greece changed

Sequence of lessons:

1. Can I recall key information about democracy in Athens?
2. Can I recall key information about the Peloponnesian war?
3. Can I consider the history and design of the Parthenon?
4. Can I examine the importance of literature and theatre in Ancient Greece?
5. Can I retell the story of Odysseus?
6. Can I consider the importance of philosophy in Ancient Greece?

Key Vocabulary: democracy, citizens, voted, assembly, Pericles, Golden Age, declared war, Peloponnesian War, starve, plague, allies, surrendered, enslaved, Parthenon, architecture, architects, inspired, columns, scrolls, frieze, sculptures, pediment, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, literature, Homer, Odyssey, Odysseus, off course, Cyclops, Sirens, sailors, mast, nymph, disguised, revealed, philosophy, wisdom, philosophers, Socrates, Plato, Academy

Disciplinary focus: similarity and difference
What did Greek city-states have in common?
Greek religion – gods and goddesses.

Impact: Children can recall key facts about the Ancient Greek society and understand the changes

Geography: Volcanoes

Intent: To recognise how volcanoes affect the people and land around them

Sequence of lessons:

1. Can I name and describe the four layers of the Earth?
2. Can I describe what happens when a volcano erupts?
3. Can I explain how volcanoes are formed?
4. Can I identify the differences between an active, dormant and extinct volcano and describe the dangers of volcanoes?
5. Can I identify the impact of Mt Etna's volcanic eruptions?
6. Can I explain why people choose to be near a dangerous volcano?

Key Vocabulary: surface, mantle, crust, planet, core, scientists, oceanic crust, continental crust, iron, melted, volcano, erupting, molten, magma, lava, viscous, explosive, pressure, vent, magma chamber, composite, shield, Mount Etna, supervolcano, secondary vents, volcanic bombs, solidify, Mount Bromo, crater, active, dormant, extinct, flow, lava flow, mudflow, pyroclastic flow, smother, clog, disrupt, plumes, enrich, citrus fruits, explosives, divert, evacuated, geologist.

Impact: Children can recall what happens when a volcano erupts, how it affects the land and how this

RE: Judaism-Joseph, Moses and the Exodus

Intent: To understand the story of the Exodus and its importance to Jews

Sequence of lessons:

1. Can I recite the story of Joseph and his coat of many colours?
2. Can I describe how slavery began in Egypt?
3. Can I understand how Moses attempted to get the pharaoh to set his people free?
4. Can I describe the slaves last night in Egypt?
5. Can I explain what happened after the slaves left Egypt?
6. Can I state why these stories so important to Jews?

Key Vocabulary: Joseph, descended, coat of many colours, envy, dream, mauled, grieved, enslaved, servant, interpret, plenty, overseer, guilty, twelve tribes of Israel, Israelites, outnumber, whipped, mortar, adrift, bulrushes, princess, gurgling, Moses, struck, exile, herding, forty years, extraordinary, deliver, delivered, confident, stammer, slither, magicians, heart was hard, plagues, slaughter, unleavened bread, lintels, angel of death, first born, wailing, Passover, dawn, conversations, deliverer, Exodus, Red Sea, land of milk and honey, hooves, pursued, sea bed, Mount Sinai, forty days/nights, ten commandments, golden calf, idolatry, tabernacle, cherubim, Ark of the covenant, Seder plate, matzah, Hallel, bitter herbs, reclining, recline

Impact: Children can explain why the story of the Exodus is so important to Jews and the lessons it teaches them for life.

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Art: Sculpture and 3D

Intent:

Creating sculptures based on techniques used by artists Barbara Hepworth and Sokari Douglas-Camp.

Sequence of lessons:

1. Can I develop ideas for 3D work through drawing and visualisation in 2D?
2. Can I use more complex techniques to shape materials?
3. Can I explore how shapes can be formed and joined in wire?
4. Can I consider the effect of how sculpture is displayed?
5. Can I choose and join a variety of materials to make sculpture?

Key Vocabulary:

Abstract, composition contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid

Impact: Create a final painting that shows an understanding of how colour can be used to show light and dark and therefore show three dimensions.

Computing: Logos and Animation

Intent: Children will learn the language and structure of Logo. They will enter instructions to solve a problem and create procedures.

Children will learn what animations are and how they can be created. They will create animations based on ideas from 'stop motion' films.

Sequence of lessons:

1. Can I input simple instructions on 2Logo?
2. Can I use 2Logo to create letter shapes?
3. Can I use the repeat command in 2Logo to create shapes?
4. Can I use and build procedures in 2Logo?
5. Can I learn how animations can be created by hand and using technology?
6. Can I learn about 'onion skinning', adding backgrounds and sound in animations?
7. Can I introduce 'Stop motion' in animations?

Key Vocabulary:

Grid, logo, pen commands, procedure, prediction, repeat, run speed, SETPC, SETP animation, onion skinning, FPS, frame, pause, stop motion

Impact: Children can use Logo to create their own procedures by giving instructions.

Children know how to create their own simple animations.

PE: Athletics

Intent: For children to use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Sequence of lessons:

1. Can I develop stamina and an understanding of speed and pace in relation to distance?
2. Can I develop power and speed in the sprinting technique?
3. Can I develop technique when jumping for distance?
4. Can I develop power and technique when throwing for distance?
5. Can I develop a pull throw for distance and accuracy?
6. Can I develop officiating and performing skills?

Key Vocabulary: Accuracy, distance, heave, launch, measure, official, officiate, pace, power, record, speed, stamina, stride, technique, transfer of weight

Impact: Pupils can demonstrate how and when to speed up and slow down when running. Link hopping and jumping actions with some control. Jump for distance and height showing balance and control. Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task.

PSHE:

Intent: Children will focus on the emotional aspects of relationships and friendships.

Sequence of lessons:

1. Can I recognise situations which can cause jealousy in relationships?
2. Can I identify someone I love and can express why they are special to me?
3. Can I tell you about someone I know that I no longer see?
4. Can I recognise how friendships change?
5. Can I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older?
6. Can I know how to show love and appreciation to the people?

Key Vocabulary: Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love, Attraction

Impact: Children can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. They know how most people feel when they lose someone or something they love. Understand that we can remember people even if we no longer see them. know how to stand up for themselves and how to negotiate and compromise. Children can love and be loved.

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MFL: French food: Miam, Miam!

Intent: Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Read carefully and show understanding of words, phrases and simple writing.

Sequence of lessons:

1. Can I begin to understand a conversation in French?
2. Can I read and say amounts of money in French?
3. Can I identify and pronounce the names of French shops correctly?
4. Can I work out the meaning of unfamiliar words?
5. Can I create a French menu based on authentic texts?

Key Vocabulary:

le café, le restaurant, le menu, une Boisson, une entrée, un plat principal, je voudrais, j'aime, s'il vous plaît, merci, le serveur, l'addition

Impact: Children can recognise and understand the meaning of new words that are cognates. Use a model text to support conversation. Complete mathematical calculations in French, writing answers in euros. Recognise shop names and label a triarama. Use a bilingual dictionary to translate given words. Use a range of strategies to understand a familiar text. Ask and respond to questions found in a café conversation.

Music: Samba and carnival sounds and instruments

Intent: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music

Sequence of lessons:

1. Can I recognise and identify the main features of samba music?
2. Can I understand and play syncopated rhythms?
3. Can I play syncopated rhythms as part of a group?
4. Can I compose a basic rhythmic break?
5. Can I perform rhythmic breaks within a samba piece?

Key Vocabulary: Agogo, bateria, Caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated

Impact: Children can perform a samba piece with rhythmic breaks.

English

Our first unit uses 'Wallace and Gromit: Cracking Contraptions' as a stimulus to write explanation texts. We will focus on using subordinating conjunctions to vary our sentences and inform our reader with complex sentences.

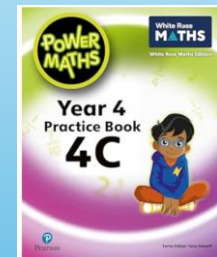


After that, children will write a persuasive letter concerning our local river.

Maths

We are continuing our focus on decimals, using place value charts to consolidate our knowledge of tenths and hundredths.

We will then compare, order and round decimals.



The children will then enjoy a unit of work on money, focusing on comparing, calculating and estimating amounts of money.