

## Fowey Primary School: Half termly Overview

### Year 4 Summer 2

#### Science: Electricity

**Intent:** To develop an understanding of electrical conductors and insulators, consider electrical safety and use of electricity in the home. Apply previous learning of circuit diagrams to design and make an electrical game.

##### Sequence of lessons:

1. Can I construct a simple circuit and draw circuit diagrams?
2. Can I identify and investigate good and bad conductors?
3. Can I consider electrical safety? See separate resource
4. Can I answer questions using scientific evidence?
5. Can I apply my knowledge of electricity to create a game? Clown Circuit activity.
6. Can I reflect on everything I have learnt about electricity?

**Key Vocabulary:** Electricity, conductor, insulator, wire, crocodile clips. Static electricity,

**Impact:** Children can design and create a game to incorporate an electrical circuit. They can draw a circuit diagram to accompany their game.

#### History: Alexander the Great

**Intent:** Pupils will learn about how Alexander the Great became who he was and how Macedon was freed again.

##### Sequence of lessons:

1. Can I explain how Greece freed Macedon?
2. Can I recount how King Philip made Macedon great again?
3. Can I explain Alexander's journey from boy to king?
4. Can I retell some of Alexander's battles?
5. Can I understand how Alexander conquered Persia?
6. Can I describe the wonderful library of Persia?

##### Key Vocabulary:

Macedon puppet king hoplite Philip of Macedon captured hostage sarissa phalanx Delphi oracle prophecy prophesy league League of Corinth Bucephalus assassinated determined Gordium wagon legend pledged loyalty Issus Alexandria Gaugamela chariots retreated victor divine flew into a rage Ptolemy founded scrolls Euclid geometry astronomy astronomer Galen

**Impact:** Children will understand how Alexander conquered so much land.

#### Geography: Climate and Biomes

**Intent:** Children have an understanding of varying climates and biomes around the Earth and can make comparisons between different places.

##### Sequence of lessons:

1. Can I identify the continent of Europe?
2. Can I explain what climate zones are?
3. Can I explain how oceans affect the climate?
4. Can I explain how climates change in different biomes?
5. Can I summarise what the mediterranean climate is like?
6. Can I summarise what the temperate climate is like?

**Key Vocabulary:** continent oceans Europe Mediterranean Sea Atlantic Ocean Arctic Ocean landlocked weather climate Equator latitude tropical polar mild currents Gulf Stream biomes savanna rainforest tundra Mediterranean climate temperate climate temperature seasons.

**Impact:** Children can say how climates affect places and the way people live.

#### RE: Judaism: The kings, the temple and living as a Jew

**Intent:** Children can recount the main Jewish stories and how Jews worship without a temple.

##### Sequence of lessons:

1. Can I retell the story of the scouts, the serpent and the wilderness?
2. Can I explain how laws, judges and a new king came to be?
3. Can I explain the battle between the two kings: Saul and David?
4. Can I describe the temple King Solomon built in Jerusalem?
5. Can I explain how Jews became captives in Babylon?
6. Can I summarise how Jews worship without a temple?

**Key Vocabulary:** high priest Sabbath report scout scouts fortified flowed with milk and honey grumble doubted venomous bronze serpent generation Jordan River blessing Torah Levi courageous prosperous spies Jericho spare faith faithful judges Samuel prophet Saul anointed The Kings, the temple & living as a Jew Core vocabulary plundered plunder disobedient David Philistines Goliath giant insults sling prevailed Jerusalem consulted alliance newborn temple suitably mount stonecutters Most Holy Place atone atone Atonement Yom Kippur Judah captives captivity Esther orphan Haman decree fast gallows Maccabees menorah Hanukkah synagogue

**Impact:** Children can explain how Jews today show the importance of the Jewish Temple and the kingdom of Israel.



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### DT: Structures and mechanism

**Intent structures:** Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.

**Intent mechanisms:** Making and designing mechanical cars that use different methods of movement or creating and developing a car with a working slingshot mechanism. Sequence of lessons:

#### Sequence of Lessons structures:

1. Can I create a range of different shaped frame structures?
2. Can I design a structure?
3. Can I build a frame structure?
4. Can I add cladding to a frame structure?

#### Sequence of Lessons mechanisms:

1. Can I build a car chassis?
2. Can I design a shape that reduces air resistance?
3. Can I make a model based on a chosen design?
4. Can I assemble and test my completed product?

**Vocabulary:** bearing, chassis, force, machine, mechanism, prototype, target audience, 3D shapes, cladding, design criteria, innovative, natural, reinforce, structure

**Impact:** Transform lollipop sticks, wheels, dowel and straws into a moving car. Pupils use a glue gun to construct, make the launch mechanism, design and create the chassis of a vehicle using nets.

Exploring pavilion structures, learning about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.

### Computing: Effective Searching

**Intent:** To explore what search engines can provide and the reliability of results

#### Computing: Hardware Investigators

**Intent:** To learn about computer hardware components.

#### Sequence of learning (Effective Searching):

1. Locate information in search results
2. Search effectively to find out information
3. Assess whether an information source is true and reliable.

#### Sequence of learning (Hardware investigators):

1. Understand the different parts that make up a desktop computer.
2. Recall the different parts that make up a computer.

#### **Key Vocabulary (Effective Searching):**

Balanced view, key words, internet, Reliability, results page, search engine

#### **Key Vocabulary (Hardware Investigators):**

Components, CPU, Motherboard, Hard drive, Graphics Card, input, output, software, RAM, peripheral

**Impact:** Children can use search engines effectively and know about the hardware components on a computer.

### Striking and Fielding (Cricket)

**Intent:** For children to use running, jumping, throwing and catching in isolation and in combination. To play competitive games and apply basic principles suitable for attacking and defending.

#### **Sequence of lessons:**

1. Can I develop overarm and underarm throwing and apply these to a striking and fielding game?
2. Can I develop bowling technique and learn the rules of the skill within this game?
3. Can I develop batting technique and understand where to hit the ball?
4. Can I develop fielding techniques and apply them to game situations?
5. Can I play different roles in a game and begin to think tactically about each role.
6. Can I apply skills and knowledge to compete in a tournament?

**Key Vocabulary:** Accuracy, bowl, caught-out, no ball, runs, strike, tactics, technique, tournament, track, umpire, wicket

**Impact:** Children will use a variety of throwing techniques with increasing success in game situations. Catch a ball using one and two hands with increasing success. Strike a ball using varying techniques with increasing accuracy.

### PSHE: Changing me

**Intent:** To learn about bodily changes at puberty. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse is introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these.

#### **Sequence of lessons:**

1. Can I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm?
2. Can I correctly label the internal and external parts of male and female bodies that are necessary for making a baby?
3. Can I describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this?
4. Can I explain how the circle of change works and can apply it to changes I want to make in my life?
5. Can I identify changes that have been and may continue to be outside of my control that I learnt to accept?
6. Can I identify what I am looking forward to when I move to a new class?

**Key Vocabulary:** Personal, Unique, Characteristics, Parents, Sperm, Gene, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Tampons, Hormones, Fallopian tube, Periods, Menstrual cycle, Period pants/pads, Seasons, Control, Emotions, Acceptance

**Impact:** Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are themselves to have strategies for managing change • Have strategies for managing the emotions relating to change.

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### Year 4 Summer 2

#### MFL: French and the Eurovision Song Contest

**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. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audience. Read carefully and show understanding of words, phrases and simple writing.

#### Sequence of lessons:

1. Can I say which musical instrument you play?
2. Can I say what kind of music I like or do not like?
3. Can I research and write information about European countries in French?
4. Can I write a short, simple text, using familiar language?
5. Can I perform a song in French from memory with accurate pronunciation?

**Key Vocabulary:** le piano, le violon, le saxophone, le clavier, la guitare, la flute, la flûte à bec, la clarinette, la batterie, la trompette, jouer de, la musique

**Impact:** Answer questions based on a video of a French speaker, getting at least half of them correct. Match a set of instrument words to the appropriate instrument picture, getting the majority of them correct (allowing for any that they do not know in English). Say which instrument they play. Say what kind of music they like, using a whole sentence. Ask a question after listening to other pupils' attempts. Read and understand music genres in written form. Recall country names with accurate pronunciation. Use a full sentence to say 'J'habite en/au/aux ...'. Write information in French about a character from a different country. Use familiar language to write several phrases or short sentences. Perform a song from memory with accurate pronunciation.

#### Adapting and transposing motifs

**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. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions.

#### Sequence of lessons:

1. Can I sing in tune and in time?
2. Can I understand what a musical motif is?
3. Can I compose and notate a motif.
4. Can I develop and transpose a musical motif?
5. Can I combine and perform different versions of a musical motif?

**Key Vocabulary:** backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation

**Impact:** Children will learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.

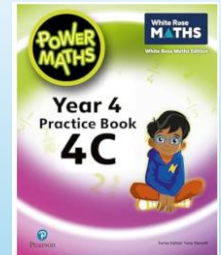
#### English

The children will begin the term by writing a persuasive letter about our experience of kayaking and sailing on the River Fowey.



After this, we will have a focus on writing fiction. Firstly, we will write a narrative based upon the Disney Pixar movie, 'Up'. Then we will write a story based upon the video 'Home Sweet Home'.

#### Maths



This term, we will learn about calculating, converting and comparing money. This will allow us to solve problems involving money.

We will then have a focus on calculating, converting and comparing units of time. This will help us to solve problems involving measurements of time.

To conclude the term, we will strengthen our knowledge of geometry and statistics.