

Science –Electricity – Year 4

- Identify common appliances that run on electricity
- Construct a simple electrical circuit identifying and naming the basic parts
- Recognise that a switch opens and closes a circuit
- Recognise some common conductors and insulators
- Know that electricity can be dangerous
- Recognise electricity can be mains or battery

Working scientifically – **Challenge, Collaborative**

- Observing patterns eg do bulbs get brighter if more cells are added?
- Questioning/Thinking eg – what do we use electricity for?
- Sort/Group/Classify/Compare – which electrical items are the most important and why – sorting triangle
- Research eg electrical safety

How does God add light to our world?

When God brings people 'out of darkness and into the light', what does this mean?

Geography – European Study – Human Geography – Italy

- Locate places on a larger scale map eg map of Europe
- Investigate places at more than one scale
- Begin to ask questions, respond to questions and offer own ideas
- Use NF Books, atlases, pictures, photos and internet as sources of information
- Begin to collect and record evidence
- Draw conclusions

Computing – IT – Presenting Information

To produce a leaflet about Italy

- Can import graphics and use the toolbar to wrap text
- Can use page set up to choose landscape or portrait
- Can add text, changing the font style, size and colour
- Can move and rotate clipart around the page
- Can cut and paste

DT: Design, Make, Evaluate Food – Electrical Systems **Creative Flourish**

To create an attractive silhouette 'light'

- Investigate similar products to the one being made to give starting points for design
- Draw/Sketch products to help analyse and understand how products are made
- Use electrical systems such as bulbs, switches and buzzers
- To consider the design and process
- To select materials according to their functional properties and use appropriate finishing techniques

Explore Indian shadow puppetry

Music – Charanga – Three Little Birds

Creative Collaborative, Unique

Year 3 and 4 objectives taken from all strands of progression of Skills in Music

The children will also be playing instruments in this unit

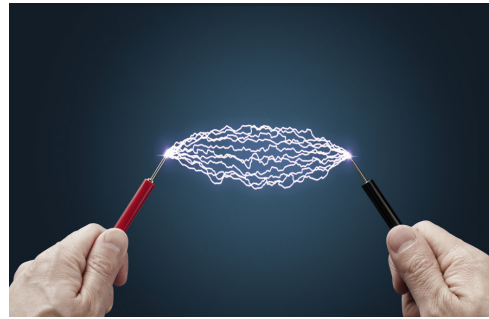
Listen and Appraise the song Three Little Birds and other songs:

- Three Little Birds by Bob Marley
- Jamming by Bob Marley
- Small People by Ziggy Marley

Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music

Perform the Song - perform and share your learning

Can you find evidence of this style of music being used in Christian worship?



Mrs Bolton - Class 3 – Spring 1 - 2020

Sparks Might Fly!

RE – S4 – Why do Christians Sing In Worship? – GOD

Creative, collaborative, inspirational

- Introduce children to and give them the experience of a wide variety of Christian Music
- Explore the belief that music and singing are an expression of worship
- Discussions about worshippers deepening their relationship with God through song
- Understanding that songs express Christian beliefs about God and the characteristics and nature of God.

What if we were not allowed to sing as part of our Worship? How would this affect Worship?

How do you think God would feel if we never sang in Worship?

British Values – Diamond 9 – Relevant

To use a range of resources to teach and encourage British Values and make links to Christian Values and our Diamond 9 at every opportunity

MC – First News, Picture News, Newsround – links to other cultures and faiths through topical issues, World events and local community links

British Values – We respect the culture and beliefs of others

Individual liberty – expression through Art and each being unique and different interpretation

What links can we make between God's Big Plan and issues on Newsround/Picture News/First News? (Diocesan links)

Mathematic

Week 1 – Place Value, mental addition and subtraction

Week 2 – Fractions

Week 3 – Fractions/ Division

Week 4 – Volume, Capacity, Mass

Week 5 – Counting Sequences, Multiplication

Week 6 – Multiplication, Statistics

Plus basic skills

Times tables books/ Times Tables Rock Stars

Morning work – using and applying – problem solving

Challenge cards and Maths Table

English

Fantasy – The Firework Maker's Daughter - **inspirational**

- Create sentences with fronted adverbials for when
- Use inverted commas and other punctuation to indicate speech
- Explore, identify, collect and use noun phrases
- Read and analyse narrative
- Organise paragraphs in narrative, linking ideas
- Generate and select from vocabulary banks

Which stories do we know where people made/make quests to find God?

How does this compare to Lila's quest?

How does the setting compare to England? What differences and similarities are there between the cultures of the characters?

Playscripts/Film – **flourish, collaborative**

- Develop characterisation using vocabulary to create emphasis, humour, atmosphere and suspense
- Improve work in light of evaluation
- Discuss and propose changes with partners and small groups
- To perform own compositions using appropriate intonation, tone and volume.

What voice would you use in the role of Jesus? Why?

Plus - Morning work

Read aloud

Grammar warm ups – I-Model

Guided Reading with focused Learning Objectives from Klips

Domain – 2C – Summarise ideas from more than one paragraph

French – MFL - MC – Learning another language Relevant

U12 – Les Planetes

- Listen and respond to familiar spoken words
- Speak with others using simple words, phrases and short sentences
- Use correct pronunciation when speaking
- Read aloud familiar words and phrases in chorus

PE – Dance – 1 and 2 – **Creative, flourish, inspirational, independent**

- Can improvise freely on their own or with a partner
- Can translate ideas in to a dance
- Can explore and create characters and narratives
- Can create and link phrases using a simple dance structure
- Can perform dances with an awareness of rhythm and evaluate dances

Exploring dances from other cultures

PSHE – Keeping Safe

- What is it like to feel safe?
- What does unsafe or uncertain feel like?4
- What do we think that we have to keep safe from?

Scarf activities – Safe or Unsafe?, helping each other stay safe, Keeping Ourselves Safe, Raisin Challenge 1 and 2

How does God keep us safe?