

TEXTILE TECHNOLOGY

Containers for Precious Objects - Join fabrics (pg 20)

Children pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer aided design.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

Apply their understanding of how to reinforce structures

PHYSICAL EDUCATION

Football Skills

- Utilise changes of direction, speed & level during performances/competition to succeed.
- Select and utilise appropriate tactics and techniques to cause problems for opponents.
- Displays an understanding of fair play, working well with others and leading a small group.

COMPUTING

Coding

- Design and write a program that accomplishes a specific goal.
- Variables and 'If/else' statements.
- Using repetition and user input.
- Debugging • Working with variables.
- Using 2Code to make a control simulation.

Online safety sessions based on a relevant topic.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

YEAR 4 SPRING 2

ARTS

Drama - Atherton Poems

Pits and mining, Pretoria Pit Disaster, Atherton Poems Dave Dutton – dialect
www.nyt.co.uk

- Explore and develop idea in a group.
- Create and develop a role for a situation.
- 'become ' a character, acting as they would in any situation.
- Think about where to stand so that the audience can see everything.
- Identify and use drama techniques to interest an audience.

Music – Let's Sing

HUMANITIES

The Roman Empire

Various enquiries including;

- Which countries were part of the Roman Empire?
- Was the Roman Army a strong one?
- In what way?
- When and why did the Romans come to Britain?
- How and where did they settle?
- What did the Romans do for us?
- What legacy have they left behind?
- Local legacy, did the Roman's visit Wigan?

Using artefacts, trip to a Museum, timelines and sources

FRENCH

The Body

This unit builds on the body vocabulary that the children have previously been taught.

Pupils will:

- Learn the parts of the face in French, as well as saying what hurts.
- First person verbs are introduced through song.
- Become familiar with traditional characters and locations from fairy tales, which will help them understand the story of Little Red Riding Hood.

By the end children will be able to:

- Be able to identify the gender of a noun from its article when listening and reading.
- Use the correct article with some common nouns when speaking and writing.
- Recite a simple French rhyme from memory, with some verbal or visual prompts.
- Describe things using simple adjectives.
- Frequently recognize and identify different subjects pronouns and reading.