Science

ELECTRICITY

Pupils should be taught to:

- 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 that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors.

Working Scientifically

How is brightness of the bulb affect by number of batteries/length of wire/thickness of wire/type of wire?
Which materials conduct electricity the best?
How can we stop Burglar Bill from coming into the classroom?
Find the best conductors and insulators.
How does the number of batteries affect the brightness of a bulb?
How does the number of bulbs affect the brightness of a bulb?

Observe

Patterns, for example that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

Other teaching ideas

- Make a light-up Christmas card
- Making a bulb light with the least possible equipment
- Making a bulb light with a switch in the circuit
- Draw simple circuits using agreed symbols.
- How can you make a bulb flash and what could it be used for?
- Writing about the journey electricity makes as it goes around a circuit describing what it does in bulbs, wires and switches
- Check pictures of circuits, indicating which will work, then using equipment to make and test each circuit.

D and T

3D mechanisms – Victorian Toys

French

Lesson 1 - School Timetable (26)

Lesson 2 - What have we learned (35)

Lesson 3 - Drinks and Snacks (48)

COMPUTING

CONTROL OBJECTIVES – building a robotic spinning top from the Victorian times(humanities)

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

E-safety Sessions Objective.

- 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

Blogging / Data Handling and Publishing delivered though day to day teaching of Literacy and Numeracy.

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Emotional Awareness PSHE Learning Mentor GREAT

Spirituality COME and SEE

YEAR 4
SPRING 1

A VICTORIOUS REVOLUTION

Art and Music End of topic celebration of learning.

Enterprise and Possibilities Link to GREAT.

Drama - Atherton Poems - Dave Dutton – dialect www.nyt.co.uk or **Oliver?**

- Explore and develop my ideas in a group
- Create and develop a role for a situation
- 'Become' a character, acting as the character would in a given situation
- Think about where to stand so that the audience can see everything
- Identify drama techniques used to interest an audience.

Dance – The Playground – A Dance based on Victorian playground games
www.dancenotes.co.uk

- Respond to given starting points for dance
- Explore a variety of movements
- Choreograph and refine movements into sequences
- Improvise some movements
- Communicate ideas
- Develop clean and fluent movements

History

Victorian Times

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

What was it like to be a Victorian child?

What was life like back then?
What is similar / different?
How did a Victorian child live?
What were the schools / houses like?
Why did the children have to work?

TODMORDON TOY MUSEUM – Links to science

Physical Education

Using Ball-Handling Skills and Dodge Ball

- To continue to apply and develop a broader range of skills
- Enjoy communicating, collaborating and competing with each other
- Develop an understanding of how to improve in different physical activities and sports
- Evaluate and recognise their own success.
- To continue to learn to play co-operatively during small sided games.