

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

- 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

PHYSICAL EDUCATION

Gymnastics

- Utilise changes of direction, speed & level during performances/competition to succeed
- Create movements that convey a clear stimulus, refining these movements into sequences
- Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements

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 1

A VICTORIOUS REVOLUTION

ARTS

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

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

Describing People

The children will learn how to

- Describe themselves and others, referring to both physical characteristics and personality traits.
- Describe their friends
- Practice using the pronouns 'he' and 'she' and talking in the third person.

The will also learn

- A variety of new adjectives.
- Standard adjectives change to agree with the nouns that they describe.
- to describe what they are wearing using the clothing vocabulary from previous units.

By the end the children will be able to:

- Recognise and use singular subject pronouns and the present tense singular forms of some common verbs.
- Grasp the concept that some sentence structure differ in French.
- Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation.
- *Use the correct articles with plural nouns when prompted.
- Wrote some simple French sentences to give a summary of a character from a story