

DT (Textiles)

Children will:

Design and make a material teaching resource that explains habitats to Y4 children

Design Process skills:

- Investigate similar products to the one to be made to give starting points for a design
- Research needs of the user
- Identify the strengths and weaknesses of their design idea in relation to purpose/user

Textile Skills:

- Prepare pattern pieces as templates for their design
- Select from a range of tools for cutting, shaping, joining and finishing
- Select from techniques for different parts of the process
- Select materials according to their functional properties - test materials eg for strength
- Understand seam allowance
- Join fabrics using running stitch, over sewing and blanket stitch
- Explore fastenings and recreate some
- Sew on buttons and make loops
- Prototype a product using j cloths
- Use appropriate decoration techniques.

Vocabulary: templates, fastenings, prototype, seam allowance, blanket stitch, shaping, joining, finishing

PSHE - Living in the wider world

- Belonging to a community- What makes a community; shared responsibilities.

Vocabulary- Belonging, community, responsibilities, benefits, different, meanings, groups, individual, caring, volunteering, feelings.

- Media literacy and digital resilience- How data is shared and used.

Vocabulary- Media literacy, digital resilience, digital footprint, organisations, personal information, encourage, adverts, products, advertising, result, searching, popularity, ordering, information.

- Money and work- Making decisions about money; using and keeping money safe.

Vocabulary- Money, work, decisions, safety, spending, decisions, budget, values, needs, paying, cash, cards, payment, effects, positive, negative, charities.

MTP's Year 4 Spring Term

Science

Electricity:

- 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.
- Understand about electrical safety

Skills/working scientifically:

Observe patterns - eg bulbs get brighter if more cells are added, metals tend to be conductors of electricity, some materials can and some cannot be used to connect across a gap in a circuit.

Vocabulary: appliance, battery power, main power, circuit, series, cell, battery, wire, bulb, switch, break in circuit, conductor, insulator.

Sound

- Identify how sounds are made, associating them with things vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the objects that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

Skills/working scientifically:

Finding patterns in the sounds that are made by different objects eg saucepan lids of different sizes, elastic bands of different thicknesses

Investigate which material provides the best insulation against sound by making ear muffs from a variety of materials

Vocabulary: vibration, wave, volume, pitch, tone, insulation

Scientist Study: Alan Turing - Mathematician/Computer Science

Art - Drawing/Collage

Children will:

Explore drawing techniques and collage to create artwork based on the subject matter of the church

Drawing:

- Draw for a sustained period of time - sketching in the school grounds and Church
- Experiment with different grades of pencil to create lines and marks and then experiment with a wider range of drawing implements eg pastel, crayon
- Begin to show an awareness of objects having a third dimension.

Collage Skills:

- Introduce through experimenting drawing marks and lines with a wide range of drawing implements and grades of pencil - draw the church from an image
- Use collage as a means of collecting ideas and information and building a visual vocabulary (a Church mood board to create a sensory/visual vocabulary}
- Experiment with a range of collage techniques such as tearing, overlapping and layering
- Create a final collage piece using their mood board/visit photos

Vocabulary: observational, lines, marks, form, shape, tone, texture, colour, media, primary/secondary, specific colour names

Linked Artists: Michel-Angelo, Canaletto, Pierre Auguste Renoir, Claude Monet

Computing

Children will follow the Purple Mash scheme of writing for different audiences, logo and making music.

Skills:

- To select and use a variety of software on a range of digital devices to present information for a particular audience.
- To evaluate the effectiveness of the software to display information.
- To input simple instructions into Logo.
- To use sequence, selection and repetition in Logo.

Vocabulary: Font, bold, italic, underline, LOGO, BK, FD, RT, LT, PU, PD, tempo, rippler, house music

Online Safety - Online Reputation, Online Bullying, Managing Online Information (Educated for a Connected World - see progression within document) column 5

Vocabulary: online reputation, digital footprint, judgement block, report, search engine, reliability, influence, mis/dis-information, hoax

MFL

Children will learn:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- 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 audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- More able:
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Spring $\frac{1}{2}$

Classroom (i)

My home (I)

Music

Children will learn to:

- Understand some of the key elements of music: pulse, beat, rhythm, tempo, dynamics, texture and timbre.
- Sing a variety of songs and play the ukulele musically with increasing confidence and control
- Appreciate and understand a range of music from different composers and musicians
- Compose and perform rhythm for untuned instruments in two parts/as an ensemble
- Read musical notation
- Talk about the history of the Beatles
- Learn to play/sing the national anthem
- Make music electronically
- Sing music using sign language

Skills: sign language, using computers, singing, performing on untuned instruments, having rhythm, listening to a range of musical genres, transferring theory to practical knowledge, transferring practical knowledge to theory, playing with confidence

Vocabulary: sign language, electronic music, diaphragm, percussions, inner beat, genre, practical, theory, queen, anthem, notation, rhythm, compose, appreciate, variety

Geography

Children will:

Explore examples of human impact (both positive and negative) on environments eg positive effects of nature reserves, ecologically planned parks or garden ponds (Martin Mere) and negative effects of population and development, litter or deforestation - A study of the local area through

- fieldwork. - sketch maps, plans, graphs and digital technology.
- What human features can we observe, measure and record in the immediate vicinity of our local area?
- What physical features can we observe, measure and record in the immediate vicinity of our local area?
- What human features can we observe, measure and record in the wider extent of our local area?
- What physical features can we observe, measure and record in the wider extent of our local area?
- How have the human features been influenced by physical features in our local area?
- How have the physical features been influenced by human features in our local area?
- Recognise and use -2 figure grid references.

Skills:

Mapping

- Use maps and plans from a range of publications eg leaflets, town plans
- Use maps at more than one scale and recognise that larger scale maps cover less area
- Label maps with a title to show their purpose
- Create maps of small areas with features in the correct order/place
- Use plan views
- Link features on maps to photos and aerial views
- Relate measurements on large scale maps to measurements outside

Fieldwork

- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices
- Make links between features observed in the environment to those on maps and aerial photos.

Communication

- Express opinions about what they like/dislike about the local area

Use of ICT/technology

- Draw and follow routes on digital maps

Vocabulary

Human feature, physical feature, local area, map scale, aerial view, route, location, quarry, The Beacon, brickworks, sandstone, clay, terraced, semi-detached, detached, flats

History

Children will learn:

An overview of individuals linked to St. Thomas the Martyr Church beyond 1066 and their significance to the local history and aspects of national history (Local History study/A study of an aspect or theme in British history beyond 1066).

- Pre-teach vocabulary
- Be able to place the lives of the significant individuals connected to St. Thomas the Martyr Church on a chronological framework and make connections to the history previously studied. These people should include:
- Robert de Holland (local)
- King Edward II (local and national)
- Benedictine Monks (local)
- Henry VIII and Thomas Cromwell (local and national)
- Oliver Cromwell (local and national)
- Use an artefact led enquiry to understand in greater detail who George Lyon (1761 - 1815) was and his significance to St. Thomas the Martyr Church

Skills:

Chronology

Recognise historical events as a coherent, chronological narrative from the earliest times to the present day.

Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport.

Communication

Discuss some of the connections between local, regional, national and international history

Events, .People and Change

A local history study

Enquiry, Interpretation and Using Sources

Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?'

Identify historically significant people and events in different situations

Vocabulary: local, national, chronological, sequence, society, artefact

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