

<b>Essential Question:</b> <b>Would you rather be an invader or a settler?</b>	<b>Year 4: Spring Term</b>	<b>Visit:</b> <b>Viking Day visitor workshop</b>
<b>Community Links:</b> Linked to enterprise project – creating Green Power cars to race in the community event.	<b>Enterprise Activity:</b> <i>Children will design and make Greenpower Cars (linked to electricity unit). Children will work in teams and some will race the cars at a city event (in the Summer term).</i>	 
<b>Key Outcomes</b>	<b>Key Outcomes</b>	<b>Key Outcomes</b>
<p style="text-align: center;"><u>Reading</u></p> Children will focus on the picture books ‘The Black Dog’ and ‘How to Live Forever’, focusing on inference skills. Children will read ‘How to Train Your Dragon’ and a selection of non-fiction texts to develop skimming and scanning, knowledge of vocabulary and word choice and text structure.	<p style="text-align: center;"><u>Writing</u></p> Children will write an explanation based on an invention they have created. Children will present their non-chronological reports to another group in the school (link to history).	<p style="text-align: center;"><u>Maths</u></p> Children will extend their knowledge of times tables up to 12X12. Children will also build upon their knowledge of equivalent fractions and will add/subtract fractions with the same denominator. To develop their knowledge of measure, children will learn to calculate the perimeter and area of shapes and will convert time between analogue and digital clocks.
<p style="text-align: center;"><u>Displays</u></p> <p style="text-align: center;">PE DT History</p>	<p style="text-align: center;"><u>SMART Values/ Character Education</u></p> <p style="text-align: center;"><b>Ambitious</b></p> Children will think about their own ambitions for the future and for the term and will set themselves goals (link with PSHE unit).  Children will be ambitious when designing and making the Green Power Cars, and will draw upon their determination and pioneering skills throughout the enterprise project.	<p style="text-align: center;"><u>PSHE</u></p> <p><b>Piece 3 – Dreams and Goals</b> Children will explore hopes and dreams, broken dreams, overcoming disappointment, creating new dreams and achieving goals.</p> <p><b>Piece 4 – Healthy Me</b> Children will learn about friends, group dynamics, smoking, alcohol, healthy friendships and celebrating inner strength and assertiveness</p>
<p style="text-align: center;"><u>Science</u></p> <b>Electrical circuits and components</b> 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	<p style="text-align: center;"><u>MFL</u></p> <b>Unit 9 - Cendrillon (Cinderella)</b> This unit builds on previous knowledge of the bilingual dictionary. Children will translate key words in a traditional fairytale (Cinderella) and will retell the story	<p style="text-align: center;"><u>Computing</u></p> <b>Online Safety</b> How can we protect ourselves from online identity theft? Information put online leaves a digital footprint or trail and that this can aid identity theft. They will identify the risks and benefits of installing software including apps, understand that copying the work of others and

<p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><b>Animals, including humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p>	<p>using familiar phrases (and in some cases their own). <b>Children will further develop their speaking and pronunciation by performing the story to their peers.</b></p> <p><b>Unit 10 - Manger sain (Healthy eating)</b></p> <p>This unit builds upon previous knowledge of food (fruit/vegetables) and includes adding 'un' or 'une' to words (children begin to understand that nouns have genders in French). Children will further develop their speaking and writing skills by creating a conversation which includes opinions on different foods. Children will perform this to their peers. <i>Children will also develop their cultural understanding by learning about breakfast traditions in France</i></p> <p style="text-align: center;"><b>PE</b> <b>Tennis/Cricket</b> <b>Netball/ hockey</b></p>	<p>presenting it as their own is called 'plagiarism' and consider the consequences of plagiarism. Children will identify appropriate behaviour when participating or contributing to collaborative online projects for learning. They will identify the positive and negative influences of technology on health and the environment and understand the importance of balancing game and screen time with other parts of their lives.</p> <p><b>Coding 2Code (Crumble Kits - windmill)</b></p> <p>Children will build on their knowledge of controlling physical systems by using the Crumble Kits. They will recap the basic skills of using the hardware and software (naming, checking and assembling the components, writing code blocks using the software ). They will recall how to program sparkles and then move on writing programs to control motors. They will incorporate the motors into a model wind turbine. Children will debug their own code and solve problems such as how to slow down/speed up the motor.</p>	
<p style="text-align: center;"><b>Key Texts for Topic</b></p> <p style="text-align: center;">How to Train Your Dragon The Black Dog How to Live Forever</p>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Wider Opportunities Programme</b></p> <p style="text-align: center;"><b>All children learn to play a tuned instrument in year 4 (violin or cello).</b></p> <p style="text-align: center;">Children will perform this to parents as part of a concert in school.</p>	<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>Saints and Heroes (4:2)</b></p> <p style="text-align: center;">This unit provides opportunity to explore lives of Christians and Hindus who have performed heroic deeds or dedicated their lives to a cause and to consider the concept of commitment. Children will study past and present saints and heroes from Hinduism and Christianity.</p>	
<p style="text-align: center;"><b>Geography</b></p> <p>Pupils will look at Anglo Saxon and Viking settlements and how land use has changed over time. Pupils will focus on York in the Viking times and compare it to modern-Day York. Pupils will look at how the Anglo Saxons influenced Britain's county borders.</p>	<p style="text-align: center;"><b>DT</b></p> <p><b>Electrics/computing: Design, make and evaluate a revolving windmill using electrics and computing components</b></p> <p>Pupils will draw/sketch products to help understand how and why they are made. When designing their own product, pupils will develop more than one design or adaptation of an initial design. They will use their learning in science to understand and create an electrical circuit to power a windmill. Pupils will evaluate against own design criteria and consider the strengths and weaknesses of their work in relation to its function.</p>		<p style="text-align: center;"><b>Art</b></p> <p>Pupils will use paint in order to mix colours, creating a Viking portrait in the style of Van Gogh.</p>