



Everybody Excelling, Every Day. No Excuses!

Theme Title: <u>Living together in cities/towns and villages</u>			Year group: 4 Term: Autumn 1
Hook	Explore	Excite	Celebrate
See lights throughout the city – local walk, London bus ride – why is light important to us and how is it used?	Variety of science investigations linked to light	Have a no electricity day – what is it like?	Black History month celebration

Core subjects: Theme Content

By the end of this unit the children will be able to...

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.

Tell you some appliances that run on electricity.

Build a series electrical circuit and identify each element.

Tell you, by looking, whether a light will switch on in a circuit.

Tell you about how switches work in a circuit.

Tell you a list of common conductors.

Tell you a list of common insulators.

Tell you why metal is a good conductor.

Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p><u>Values of the school and maintaining healthy relationships</u></p> <p>Rules To understand why rules are needed in different situations To recognise that rules may need to be changed</p> <p>Thinking Ahead To understand why it is important to plan ahead and think of potential consequences as a result of their actions</p> <p>Taking the Lead To understand why it is important to behave responsibly To recognise that actions have consequences</p> <p>Expressing Opinions To know how to communicate their opinions in a group To listen to and show consideration for other people's views</p> <p>Working Together To work co-operatively, showing fairness and consideration to others To understand why it is important to work collaboratively To take the lead, prioritise actions and work independently and collaboratively towards goals</p>
Humanities	<p><u>How is my home different to other places? Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied , Field work, compasses, UK countries, human geog,</u></p> <p><u>Types of settlements in modern Britain: villages, towns, cities</u></p> <p>Where are these places?</p> <p>What do you expect these places to be like?</p> <p>What are these places actually like?</p> <p>What made these places as they are?</p> <p>How are these places linked to other places?</p> <p>Why do people visit these places?</p> <p>What journeys do people make within/to these places?</p> <p>Can the environment of these places be improved? How?</p> <p>What do people do in their spare time in these places?</p> <p>What services are in these places?</p> <p>Does tourism affect these places? How?</p> <p>How are these places changing?</p> <p>What issues affect people in these places?</p> <p>What would it feel like to be in these places?</p>

	<p>Why are these places special?</p> <p>I can name and locate countries and cities of the UK and their identifying human and physical aspects</p> <p>I can identify key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time</p> <p>I can describe land use</p> <p>I can explain my own views about locations and give reasons</p> <p>I can use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area.</p> <p>I can use the eight points of a compass, four and 6 figure grid references, symbols and key (including the use of ordinance survey maps) to navigate around a given route.</p> <p>I can use a range of resources to identify the key physical and human features of a location</p>
RE	<p>How does the synagogue show what is important to Jews?</p> <p>I can make connections between narratives about key figures and the Jewish understanding of their people's relationship with God</p> <p>I can make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God's word</p> <p>I can make connections between Judaism and other religions in relation to teachings about loving God and a responsibility to care for others, which motivate individuals, communities and Jewish aid agencies (Tzedek, World Jewish Relief)</p> <p>I can make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people "Israel")</p> <p>I can make connections between the belief in One God and the way it is reflected in the synagogue, ie. the Ner Tamid, the position of the Ark and the Torah, how the prohibition of idolatry is reflected in an absence of representations of humans</p> <p>I can use specialist vocabulary in communicating my knowledge and understanding of Jewish beliefs, teachings, practices and symbols</p> <p>I can use and interpret a range of sources including the Tenakh, stories from the Jewish tradition, the synagogue, artefacts, pictures, the media and ICT/ the internet, to gain knowledge and understanding of Jewish beliefs, teachings and practices</p>
Arts– Drop Down	<p>Black History month - Hair</p>
PE	<p>Invasion Games</p> <p>Basketball</p> <p>I can use a range of different passing skills</p> <p>I can change direction and speed when dribbling the ball</p> <p>I can keep and use rules given to me</p> <p>I can describe the help I need to improve my play</p> <p>Gymnastics</p> <p>Symmetry and Asymmetry</p>

	<p>I can adapt a sequence to include different levels, speeds or directions.</p> <p>I know the importance of warming up and identify when my body is warm and stretched.</p> <p>I can understand that strength and suppleness are important in gymnastics.</p> <p>I know how to improve a performance.</p>
Computing	<p>Make a PowerPoint Presentation about London/ Hackney – population, famous buildings etc.</p> <p>In this unit children will research London and Hackney using Google Earth/ Maps first to locate the two. They will then make a PP to present what they have learnt about it in their topic work</p> <p>Resources; Power Point and Google Earth/Maps</p> <p>Understanding Technology</p> <p>Use Google earth/ maps to find London and then Hackney</p> <p>Use Google earth/maps to map the different possible journeys from home to school</p> <p>Use Street view to look at individual buildings in London</p> <p>How can we use Search Engines to find specific information?</p> <p>What do we know about the technology that lets Google Maps locate us? (GPS)</p> <p>What key words could we use to conduct an internet search?</p> <p>Digital Literacy</p> <p>When might we want to use presentation software in our daily lives? (E.g when going for a job interview)</p> <p>What kind of software are the children familiar with (e.g. the teacher uses ActivInspire to present information during lessons).</p> <p>What key words could we use to conduct an internet search</p> <p>Introduce the children to the different tools in PowerPoint</p> <p>Show children how to add images, text transitions and animations etc.</p>
MFL	<p>Spanish speaking countries</p> <p>I know the names of some forms of transport to school.</p> <p>I can name the weather types and compass points in Spanish.</p> <p>I know how a Spanish sentence is constructed.</p> <p>I know some traditional Spanish songs.</p>