

Half Termly Curriculum Plan Spring 1 2024

Year 4									
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science <u>Physics – Electricity</u>		Electricity Appliance Socket Batteries Circuit Voltage Cell Component Wire Bulb Current Energy Insulator Conductor Switch Control Hydropower Wind Turbine	L.I.I can identify common appliances that run on electricity. ● Identify common appliances that run on electricity. ● Understand the dangers of using electrical appliances. ● Understand how to keep safe when using electrical appliances.	L.I.I can learn about electric components in a series circuit. ● Identify electrical components. ● Create a simple electrical circuit. ● Explain how a simple electrical circuit works.	L.I.I can investigate electrical circuits ● Create a simple electrical circuit. ● Predict if a simple electrical circuit will work. ● Recognise that a switch opens and closes a circuit. Associate this with whether a lamp lights in a simple series circuit.	L.I.I can explore conductors and insulators ● Understand the difference between an insulator and a conductor. ● Investigate which objects are conductors and which are insulators. ● Give examples of insulators and conductors in everyday appliances.	L.I.I can learn about electrical switches ● Understand how a switch works. ● Explain how an electrical switch works. ● Apply knowledge of how a switch works to create a switch.		
Geography				L.I.I can identify key features of a mountain and using an atlas locate mountains within the UK.	L.I.I can explain how a mountain is formed.	L.I.I can explain how a mountain is formed.	L.I.I can compare differences of a mountain and volcano and investigate the locations of both.		
Computing	<u>Year 3</u> -Using repeating loops and sequences in programming	-Audio -Compose -Composition -Digital -Instruments -Record -Binary Structure -Ternary Structure -Rondo Structure -Pitch -Bass	<u>We are Musicians</u> L.I.I – To create a simple composition using sequencing software ● I can explain how technology can be used to create music. ● I can use sequencing software to create a piece of	<u>We are Musicians</u> L.I.I – To compose simple rhythmic patterns using Chrome Music Lab ● I can explain how people listen to and buy music through technology. ● I can explain how sounds can be	<u>We are Musicians</u> L.I.I – To enhance a simple music composition using Garageband ● I can create a simple four chord song following the correct rhythm. ● I can enhance my composition by adding	<u>We are Musicians</u> L.I.I – To create a music composition using a binary structure ● I can arrange multiple sounds to create the effect I want. ● I can use sound loops to improve my	<u>We are Musicians</u> L.I.I – To create a music composition using a ternary structure ● I can layer different sounds to complement each other. ● I can create a music composition with an intro, outro and bridge.	<u>We are Musicians</u> L.I.I – To create a music composition using a rondo structure ● I can listen to an audio recording to identify its strengths. ● I can compare creating a piece of music to creating a	Assessment on progression of compositions using different structures. Each composition to have a clearly defined introduction, verse, chorus, bridge and outro

			music. <ul style="list-style-type: none">• I can combine different sounds to create a melody .	combined to make a melody. <ul style="list-style-type: none">• I can recognise patterns in a music composition.	sound effects <ul style="list-style-type: none">• I can export my composition as an audio file.	composition. <ul style="list-style-type: none">• I can listen to an audio recording to identify its strengths.	<ul style="list-style-type: none">• I can explain the difference between saving a project and exporting an audio file.	computer program. <ul style="list-style-type: none">• I can appreciate that copyright exists in original work and that this should be respected.	
Art and Technology				<p>L.I. I can develop my own design criteria and use these to create an iron man that features an electrical circuit.</p> <p>L.I. I can understand that simple electrical circuits and components can be used to create functional products.</p> <ul style="list-style-type: none"> • Understand and investigate the components needed to create a functional product. • Use one bulb to create a simple electrical circuit. 	<p>L.I. I can generate realistic ideas, focusing on the needs of the user.</p> <p>L.I. I can make design decisions that take account of the availability of resources.</p> <ul style="list-style-type: none"> • Create a prototype using two bulbs to create a circuit that lights up two eyes. • Identify the materials needed to create our final product. 	<p>L.I. I can measure, mark out, cut and shape materials and components with some accuracy.</p> <p>L.I. I can assemble, join and combine materials and components with some accuracy.</p> <p>L.I. I can refer to my design criteria as I design and make an Iron Man head.</p> <ul style="list-style-type: none"> • Use their design brief and scientific knowledge to create an Iron Man head with the correct electrical circuit. 	<p>L.I. I can use my design criteria to evaluate my completed product.</p> <ul style="list-style-type: none"> • Evaluate their final product using the following criteria: <ul style="list-style-type: none"> - Aim of the project - What went well - Next time - Overcoming challenges - Skills 		
Religious Education		Christian Compassion Contribution Society Impact Hindu Dharma Seva	<p><u>Human and Social Science</u></p> <p>L.I. I can outline the concept of compassion and its importance within Christianity.</p> <ul style="list-style-type: none"> • Understand the meaning of compassion. • Understand the importance of compassion with Christianity. 	<p><u>Human and Social Science</u></p> <p>L.I. I can examine the connection between Dharma and compassion within the Hindu faith.</p> <ul style="list-style-type: none"> • Understand the meaning of Dharma. • Explain the connection between Dharma and compassion with the Hindu faith. 	<p><u>Human and Social Science</u></p> <p>L.I. I can investigate the charitable contribution of a local religious group.</p> <ul style="list-style-type: none"> • Understand and explain how a local religious group contribute charitably. 	<p><u>Human and Social Science</u></p> <p>L.I. I can evaluate how religious faith and beliefs have impacted individual's actions.</p> <ul style="list-style-type: none"> • Understand and evaluate how individual's actions can be impacted by religious faith and beliefs. 	<p><u>Human and Social Science</u></p> <p>L.I. I can compose a text that explains the contribution of different religions to society.</p> <ul style="list-style-type: none"> • Explain different religions and how they contribute to society. 		
Music	General work on Musical Elements through:	Structure. Binary Form. Ternary Form.	Identify current understanding of 'Structure'.	Introduce / work through examples of Ternary Form &	Introduce / work through examples of Rondo Form &	Recap all new learning on Structure & assess individual	In groups compose & rehearse a 'Structured' piece of percussive	In groups continue rehearsing & record a 'Structured'	General Year 4 Structure / Musical Elements

	EYFS / KS1 & Year 3.	Rondo Form.	Introduce / work through examples of Binary Form	compare it to Binary Form	compare it to Binary / Ternary Forms.	understanding. Discuss the criteria for a 'Structured' Percussive Composition.	music.	percussive composition.	Assessment.
Foreign Languages	<p>Vocabulary: Maman Papa Colours Name age in first person Numbers to 16 Grammar: Recognising gender of nouns Colour adjectives Phonics: "é" "ez" "ai" "oui" silent final consonant</p> <p>Skills: Using cognates to aid understanding Asking and answering questions Speaking and writing in sentences</p>	<p>Le papa - the dad Le frère – the brother Le bébé – the baby Le grand- père – the grandad La maman - the mum La soeur – the sister La grand-mère- the grandma La famille– the family Qui es- tu? – Who are you? Je suis – I am le nez – the nose la bouche- the mouth la tête- the head les cheveux- the hair les yeux – the eyes les oreilles- the ears J'ai.... – I have ... De quelle couleur est? – What colour is ...? <i>De quelle couleur sont.....? What colour are.....?</i> La bouche est - The mouth is..... Les oreilles sont The ears are.....</p>	Be able to understand how Epiphany is celebrated in France.	Be able to say the nouns for 4 family members acknowledging masculine and feminine definite articles	Be able to write personal information about a family member.	Be able to understand and say some parts of the face acknowledging masculine and feminine definite articles	Be able to understand simple sentences using numbers and face parts.	Be able to write some simple sentences to describe an alien.	<p>Puzzle it out Stage 2 Spring 1 / 2</p> <p>Skills to be decided</p>
PSHE		<p>Dream Hope Goal Determination Perseverance Resilience Positive attitude Disappointment Fears Hurt Plans Cope Help Positive experiences Self-belief Motivation Commitment</p>	<p><u>Dreams & Goals</u></p> <p>L.I can tell you about some of my hopes and dreams.</p> <ul style="list-style-type: none"> Understand how it feels to have hopes and dreams. 	<p><u>Dreams & Goals</u></p> <p>L.I can understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <ul style="list-style-type: none"> Understand how disappointment and identify when pupils have felt that way. 	<p><u>Dreams & Goals</u></p> <p>L.I can understand that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <ul style="list-style-type: none"> Explain how to cope with disappointment and to help others cope with theirs. 	<p><u>Dreams & Goals</u></p> <p>L.I understand how to make a new plan and set new goals even if I have been disappointed.</p> <ul style="list-style-type: none"> Understand what it means to be resilient and to have a positive attitude. 	<p><u>Dreams & Goals</u></p> <p>L.I can understand how to work out the steps to take to achieve a goal and do this successfully as part of a group.</p> <ul style="list-style-type: none"> Participate positively in a group challenge. 	<p><u>Dreams & Goals</u></p> <p>L.I can identify the contributions made by myself and others to the group's achievements.</p> <ul style="list-style-type: none"> Understand how to share in the success of a group and how to store this success experience in my internal treasure chest. 	

		Team work Enterprise Design Cooperation Review Learning Strengths Success Celebrate Evaluate							
PE		Rhythm Line dancing Sequence flexibility balance co-ordination, stamina muscular strength and endurance agility timing expression emotion Unison Canon Variaton	To identify and practise the patterns and actions of line dancing	Develop and improve dancing and performance skills	To create an individual dance that reflects the line dancing style	To create partnered dances that reflect the line dancing style and apply the key components of dance	Perform a line dance using a range of movement patterns	To perform and evaluate own and others' work	