Year 4 Half Termly Overview – AUTUMN TERM 2

1. IT'S ALL GREEK TO ME
What was the Greeks' legacy?
2. IN-LIGHTNING
How does a circuit work?

Big Impact Event
Year 4 Christmas performance

Celebration of Learning
Year 4 Christmas performance

Science – Making electrical circuits work

Knowledge Block 1- Electricity as a power source

- Lots of devices are powered by electricity
- Electricity comes from a source There are two main sources- batteries and mains

Knowledge Block 2- What batteries do

- A battery pushes electricity to the device.
- To be able to push electricity the battery must be connected to the device using wires
- This is called a circuit
- Knowledge Block 3- Making devices work harder
- If there are more batteries added to a circuit this provides a bigger push on the electricity
- This will make the device work harder e.g., brighter bulbs, faster spinning motor, louder buzzer
- Knowledge Block 3- Insulators and conductors
- Some materials will allow electricity to flow through them- Conductors
- Metals such as silver, gold and copper are good conductors. Water is also a conductor of electricity.
- Other materials will not allow electricity to flow through them- Insulators
- Plastic, wood, glass and rubber are good electrical insulators. That is why they are used to cover materials that carry electricity.
- A switch opens and closes a circuit

History – Ancient Greece

Concepts

Significance Inc. short/long term

Cause and Consequence Inc. short/long term

- Place events from the period studied on a time line.
- Use terms related to the time period and begin to date events.
- Use evidence when discussing the everyday life of people in time studied.
- Look for links and effects in time studied.
- Offer a reasonable explanation for some events.
- Use evidence to build up a picture of a past event.
- Ask a variety of questions. Use the library and internet for research.
- Choose relevant material to present a picture of one aspect of life in a time period.
- Begin to evaluate the usefulness of different sources.
- Use textbooks and historical knowledge to support new information learnt.

Games – Football, Netball, Multi-skills (continued)
How can I improve on attacking and defending?

- To attack and defend effectively using a range of skills and techniques when playing games. They may be good at one or more specific game.

PE – Gym
How can I improve my physical development skills?

- To use different physical development skills effectively that involve flexibility, strength, technique, control and balance and apply these to a sequence.

DT – Electrical Systems: Simple Circuits and Switches

- Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional
- and exploded diagrams.
- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.
- Apply their understanding of computing to program and control their products.
- Know and use technical vocabulary relevant to the project.
- Order the main stages of making.
- Select from and use tools and equipment to cut, shape, join and finish with some accuracy.
- Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing battery-powered products.
- Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.

RE – Symbol of Light

- Express creatively and describe with more detail responses to own experiences of concepts introduced.
- Recognise and describe how their responses relate to their own lives and the wider world.
- Accurately describe what has been taught and how it could be used in the tradition covered.
- Accurately describe what has been taught and how it could vary within the concept and people around that concept being studied.
- Children can understand and describe the value of concepts that have been studied and can recognize the issues that may arise within personal experience and communities.

Music – Singing

- Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

PSHCE – Growing and Changing
Appropriate touch (relationships):

- Identify the different types of relationships we can have and describe how these can change as we grow
- Identify how relationships can be healthy or unhealthy

MFL – Alphabet (continued)

- Can I count to 20 and say where I live?
- Can I sing the alphabet in French?

Geography, Computing – not covered in this unit

Enrichment Opportunities
Guy Bass author visit