

**Year 4 Half Termly Overview – AUTUMN TERM 2**

<p><b>1. IT'S ALL GREEK TO ME</b> What was the Greeks' legacy? <b>2. IN-LIGHTNING</b> How does a circuit work?</p>	
<p><b>Big Impact Event</b> Year 4 Christmas performance</p>	<p><b>Celebration of Learning</b> Ukulele performance</p>
<p><b>Science</b> – Making electrical circuits work <u>Knowledge Block 1- Electricity as a power source</u></p> <ul style="list-style-type: none"> <li>• Lots of devices are powered by electricity</li> <li>• Electricity comes from a source There are two main sources- batteries and mains</li> </ul> <p><u>Knowledge Block 2- What batteries do</u></p> <ul style="list-style-type: none"> <li>• A battery pushes electricity to the device.</li> <li>• To be able to push electricity the battery must be connected to the device using wires</li> <li>• This is called a circuit</li> </ul> <p><u>Knowledge Block 3- Making devices work harder</u></p> <ul style="list-style-type: none"> <li>• If there are more batteries added to a circuit this provides a bigger push on the electricity</li> <li>• This will make the device work harder e.g., brighter bulbs, faster spinning motor, louder buzzer</li> <li>• Knowledge Block 3- Insulators and conductors</li> <li>• Some materials will allow electricity to flow through them- Conductors</li> <li>• Metals such as silver, gold and copper are good conductors. Water is also a conductor of electricity.</li> <li>• Other materials will not allow electricity to flow through them- Insulators</li> <li>• Plastic, wood, glass and rubber are good electrical insulators. That is why they are used to cover materials that carry electricity.</li> <li>• A switch opens and closes a circuit</li> </ul>	<p><b>History</b> – Ancient Greece <u>Concepts</u> Significance Inc. short/long term Cause and Consequence Inc. short/long term</p> <ul style="list-style-type: none"> <li>• Place events from the period studied on a time line.</li> <li>• Use terms related to the time period and begin to date events.</li> <li>• Use evidence when discussing the everyday life of people in time studied.</li> <li>• Look for links and effects in time studied.</li> <li>• Offer a reasonable explanation for some events.</li> <li>• Use evidence to build up a picture of a past event.</li> <li>• Ask a variety of questions. Use the library and internet for research.</li> <li>• Choose relevant material to present a picture of one aspect of life in a time period.</li> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Use textbooks and historical knowledge to support new information learnt.</li> </ul>
<p><b>Games</b> – Football, Netball, Multi-skills (continued)</p> <ul style="list-style-type: none"> <li>• How can I improve on attacking and defending?</li> <li>• 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.</li> </ul>	<p><b>PE</b> – Gym</p> <ul style="list-style-type: none"> <li>• How can I improve my physical development skills?</li> <li>• To use different physical development skills effectively that involve flexibility, strength, technique, control and balance and apply these to a sequence.</li> </ul>
<p><b>DT</b> – Electrical Systems: Simple Circuits and Switches</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</li> <li>• Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</li> <li>• Apply their understanding of computing to program and control their products.</li> <li>• Know and use technical vocabulary relevant to the project.</li> <li>• Order the main stages of making.</li> <li>• Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</li> <li>• Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</li> <li>• Investigate and analyse a range of existing battery-powered products.</li> <li>• Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</li> </ul>	
<p><b>RE</b> – Symbol of Light</p> <ul style="list-style-type: none"> <li>• Express creatively and describe with more detail responses to own experiences of concepts introduced.</li> <li>• Recognise and describe how their responses relate to their own lives and the wider world.</li> <li>• Accurately describe what has been taught and how it could be used in the tradition covered.</li> <li>• Accurately describe what has been taught and how it could vary within the concept and people around that concept being studied.</li> <li>• 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.</li> </ul>	<p><b>Music</b> – Ukulele (continued) and Singing</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind: Voiceworks 1).</li> </ul>
<p><b>PSHCE</b> – Growing and Changing <b>Appropriate touch (relationships):</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of relationships we can have and describe how these can change as we grow</li> <li>• Identify how relationships can be healthy or unhealthy</li> </ul>	<p><b>MFL</b> – Alphabet (continued)</p> <ul style="list-style-type: none"> <li>• Can I count to 20 and say where I live?</li> <li>• Can I sing the alphabet in French?</li> </ul>
<p><b>Geography, Computing</b> – not covered in this unit</p>	<p><b>Enrichment Opportunities</b> Guy Bass author visit</p>