

Year Four Spring Term 2020 – Parental Overview of Learning Objectives

Science

Electricity

To construct a simple series circuit and name the parts.
To recognise that a switch opens and closes a circuit.
To recognise some common conductors and insulators, and associate metals with being good conductors.

Living things and their habitats

To recognise that living things can be grouped in a variety of ways.
To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
To recognise that environments can change and that this can sometimes pose dangers to living things.

To make systematic and careful observations.
To set up simple practical enquiries.
To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

PSHE

I can identify more risks in our locality and talk about how to manage those risks.
I know how to call for help and undertake basic first aid.
I know what a 'habit' is and know why they are hard to change.

I have explored different types of relationships.
I understand the difference between secrets and surprises: reminders about CP procedures.
I can discuss people's differences and celebrate these.
I know how to protect myself against Cyber bullying.

French

To be able ask what the weather is like today.
To be able to respond to questions to describe what the weather is like today.
To know the days of the week and be able to put them in the correct order.

R.E

To explain what I think God looks like to me.
To understand what Christians believe about God and caring for others.
To understand the meaning of life to Christians.
To understand why Lent is such an important period for Christians.

Geography

To use an atlas to find and locate countries.
To name and locate cities of the UK and their identifying human and physical characteristics.

PE

To be able to travel over apparatus of different heights in different ways.
To be able to send and receive a ball using hands.
To be able to send and receive a ball using feet.
To be able to make up rules within a game.

Computing

I can develop an educational computer game using selection and repetition.
I can design and make an on-screen prototype of a computer-controlled toy.

Art

To explore the work of William Morris.
To select and record from first hand observation, experience and imagination.
To investigate different types of pattern printing – build up repeat patterns.
To complete self-evaluations and describe how they might develop it further.

Music

Perform a repeated pattern to a steady pulse using notation.
Perform rhythms with awareness of different parts - keeping a steady pulse.
Play from dot notation and staff notation.
Play 2 different pitched tunes using the same rhythm.
Play recorder and read notation up to 8 bars long follow symbols for dynamics and begin to play in 2 parts.

History

To identify differences between rich and poor children.
To understand what school life would have been like during Victorian times.
To understand what an empire is and how Britain developed its Empire.
To compare the differences between children's lives in Victorian times and now.
To understand the difference between industrialists and reformers.

Design Technology

To plan a product which is realistic and appropriate.
Choose tools and equipment appropriately.
Combine a number of components together in different ways.
Understand and use mechanisms like pulleys in their products to create movement.
Discuss how well the product meets the design criteria.

