

<u>Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum</u>



Class: Bur Oaks Year 4 Curriculum Theme: A world of inventions

Curriculum Driver- Science Value exploration: Diversity

Term: Spring 2

Locality:

- Compare school and home use of electricity
- Listen to local musicians and composers

Engaging:

- Practical investigation to measure sound using data loggers
- Make a night light

Ambitious and aspirational:

- High quality music from a range of musicians and composers
- WImbledon tennis players match videos

Purposeful:

- Understand the impact of electricity on our everyday lives and future careers
- Use technology to help us collect information and answer questions
- Learn about the dangers of electricity and how to keep safe

		Sequence of Learning						
Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
Science	Electricity To develop an understanding of electricity and its everyday uses. Year 2: Uses of Everyday Materials	To identify common appliances that run on electricity Which room has the most electrical sockets in a house? (to make a prediction)	To construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer	To identify whether or not a lamp will light in a simple series circuit	To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	To recognise some common conductors and insulators Which material is a conductor of electricity? (plan an enquiry)		To make a circuit. To explain the flow of energy to power a component.
	Sound To learn about how sounds are made, how they can change in pitch and volume and how we hear them. Year 1 - parts of the human body associated with senses (hearing - ears).	Identify how sounds are made, associating some of them with something vibrating	Recognise that vibrations from sounds travel through a medium to the ear	Find patterns between the pitch of a sound and features of the object that produced it	Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Recognise that sounds get fainter as the distance from the sound source increases		To explain how sounds are made, how they can change in pitch and volume and how we hear them.
Computing	Data logging To understand that technology can help us to collect data efficiently to answer questions. Use of ipads for podcasts Autumn term.	To explain that data gathered can be used to answer questions	To use a digital device to collect data	To explain that a data logger collects 'data points' from sensors over time	To identify the data needed to answer questions	To use collected data to answer my question		To collect and use data from data loggers to answer a question: What happens to the volume of a sound as the distance from the sound source increases?
DT	Designing, making and evaluating a night light for a brother, sister or friend Link to Science: Electricity	To record ideas using annotated sketches, cross sectional and exploded diagrams	To explore and trial circuits	To explore and trial materials	To assemble, test and modify ideas	Evaluate the product with the intended user and against design criteria		To have made a night light

RE	2.4 GOSPEL: What kind of world did Jesus want?	Understand the Gospel is Good News about Jesus – it tells the story of his life and teaching	Understand what Jesus' actions towards the leper might mean for a Christian	Understand how Christians try to show love to all, including how church members follow Jesus' teaching	Understand the meaning of the Good Samaritan story to Christians	Give examples of how Christians act to show that they are following Jesus		Children will be able to give examples of how Christians show love to all and follow Jesus' teaching
RHSE	Families and Committed Relationships	Identify different relationships we have	Describe appropriate behaviours and boundaries within relationships	Describe ways in which families care for the people who belong to them	To understand that families have rules for the things family members do	To understand how these rules sometimes seem unfair but are there to café for us		Understand that family means different things to different people. Be able to explain why families need rules Diversity
PE	Real P.E unit 4 Creative Main skill :Send & receive Additional skill: Partner balance Progressive from year 3 unit 4.	Rolling & bounce passing large ball to a partner	Catch tennis ball bounce pass 2 hands then 1 hand	Strike/kick ball to a partner in a rally both hands/feet	Strike/kick 2 balls to a partner in a continuous rally both hands/feet	Using and applying these skills in ball games and activities		To develop increased accuracy and control when sending and receiving a ball to a partner in a variety of ways. Work creatively to develop partner balances.
	Tennis Develop racket and ball skills and use apply tactics in a tennis game. Yearly net games in PE and ball skills in REAL P.E.	Introducing aiming at targets and applying simple attacking /defending tactics in a competitive game	Develop aiming towards targets individually, in pairs and applying it in a team situation	Developing an understanding of ball flight with targets Introducing words and actions for forehand and backhand when sending and receiving	Introducing the upward toss of the ball and each hand doing a different action Linking upward toss to serving action and developing an overarm tap serve	Applying step patterns with hand and racket actions in combination Applying racket & ball skills in a competitive environment	Applying line judging and scoring with respect in a game situation Applying simple attacking tactics and trying to outwit their opponent in a competitive game	To be able to use ball and racket skills in a tennis game including: serving, forehand, backhand and aiming the ball. To be able to apply simple tactics to attack and defend in a competitive situation.
French	Presenting myself prior learning: phonetics & pronunciation, vocabulary from early unit on feelings and numbers, verbs such as: Je suis	Revise counting to 10 and learn to count to 20	Revise salutations: hello goodbye how are you feeling and answers	Learn to say your name and age	Learn to say where you live	Learn to say your nationality understanding gender agreement rules		Pupils to be able to speak and write about themselves in French. Pupils to be able to read and understand when listening to someone presenting themself in French.
Music	Music theory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Listening to music to think creatively about what images it conjures.	Identify different instrument groups from a recording	Understanding that people all enjoy listening to different music, and make links to other music that they have listened to.				Considering wider music genres and own experiences with relation to engaging with and enjoying music.
Reading Opportunities.		Ted Hughes the Iron	ill Met Judiey Ju	GOLD THOSE RESPONSE CROSS				