

41 Curriculum Plan Class 4 Years 3 and 4 Autumn 2016

1st Half Term topic: 'Local Significant Event – WW2 and the Home Front'

2nd Half Term topic: 'Theatre'

English	See separate plan: 'English for academic year – Class 4'
Maths	See separate plan: 'Mathematics for academic year – Class 4'
Science	<p>'Theatre'</p> <p>Sound</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p>Electricity</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram</p>
History	a local history study and a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – 'World War 2 and the Home Front'
Geography	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their countries and major cities – through the context of WW2.</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries . Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world – through the context of WW2.</p>
Computing	<p>Programming</p> <p>Coding – Introductory unit revising Conditional Events using free code to expand skill and creativity.</p> <p>Introduction to Variables. Learn how computers count and keep track of what is going on.</p> <p>Creativity beyond programming</p> <p>Use of presentation software to tell people about the home front experience.</p>

	<p>Using sound and multimedia software to support and enhance the practical theatre aspects of our topic.</p> <p>Applying ICT in Society</p> <p>The historical development of technologies in the second world war including the development of RADAR and encryption eg. Bletchley Park and the Enigma machine.</p> <p>Safety</p> <p>Link the “walls have ears” posters with how modern technology can give people too much access to our personal information.</p>
Art and Design	<p>The use of posters in World War 2 and the various reasons for using them including information, propaganda and to inspire or persuade.</p> <p>The importance of visual art within the theatre including posters, programmes and performance art .</p> <p>The design and construction of scenery and props with special relevance to its adaptability including transforming and representation by imagination.</p> <p>The work of famous artists within the period discussed.</p>
Design Technology	<p>Make do and Mend.</p> <p>Examine how people in war time saved everything they could and readapted things to make useful products.</p> <p>Link ideas from this period with modern day concerns about green issues.</p> <p>Design and make products which are useful from things we could normally discard.</p> <p>Cooking recipes from World War 2. Tasting foods which are trying to taste like other foods which were not available in war time.</p>
Music	<p>Composition on themes of air raids etc.</p> <p>Popular music in World War 2 including dance bands and sentimental songs.</p> <p>Children learning to play a brass instrument through Shropshire Music Service.</p> <p>Reasons for using music in the theatre including for mood, tension and to shock.</p> <p>Music for dance and movement.</p>
MFL	<p>French. Speak with increased confidence.</p> <p>Understand and respond to simple questions using words and sentences. Understand and use words and phrases relating to food and drink.</p> <p>Appreciate stories, read familiar words and understand familiar sentences.</p> <p>Recognise grammar differences such as gender, word order.</p>
PE	<p>Children will benefit from specialist teaching once a week with sports coaches.</p> <p>Programme will vary to give a broad range of experiences throughout the term.</p> <p>1st Half Tag Rugby and Football</p> <p>2nd Half Netball and Basket ball</p> <p>Children to explore team work. Look at how children in the 1930/40s needed to play outside far more and invent their own games. Give children the opportunities to invent and be creative. Link to language and history.</p>

RE	What do religious traditions say about how we should treat each other. What does a Christian mean by loving your neighbour What do we know about Jesus? Why do Christians celebrate Christmas? Celebrations; Christmas journeys.
PSHE	Knowing Me Personal strengths and weaknesses Emotional Literacy Tackling responsibility Making decisions.