

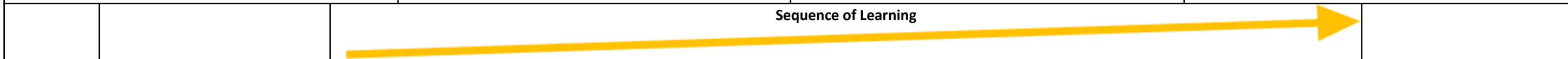


Chacewater School LEAP Curriculum – Half Term Sequencing – Wider Curriculum



Class: Bur Oaks Year 4	Curriculum Theme: Electricity and sound Curriculum Driver- Science Value exploration: Diversity	Term: Spring 2
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Locality	Engaging	Ambitious and aspirational:	Purposeful
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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 be able to identify common appliances that run on mains and battery powered electricity. Which room has the most electrical sockets in a house? <i>(gather/record and present results)</i>	To be able to construct a simple series circuit, identifying and naming its basic parts.	To understand whether or not a lamp will light in a simple series circuit depending on whether it is a complete closed circuit. <i>(to make a prediction)</i>	To know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	To be able to investigate materials to identify electrical conductors and insulators. Does it conduct electricity? <i>(gather/record and present results) TAPS</i> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: auto;"> Identifying, Classifying and Grouping </div>		To be able to make a complete working circuit and explain the flow of energy to power a component.
	Sound To develop an understanding of 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).	To be able to identify how sounds are made, associating some of them with something vibrating	To be able to recognise that vibrations from sounds travel through a medium to the ear	To be able to find patterns between the pitch of a sound and features of the object that produced it <i>(Interpret results/draw conclusions)</i> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: auto;"> Pattern Seeking </div>	To be able to find patterns between the volume of a sound and the strength of the vibrations that produced it. <i>(Take measurements)</i> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: auto;"> Pattern Seeking </div>	To be able to recognise that sounds get fainter as the distance from the sound source increases <i>(Take measurements & Interpret results/draw conclusions)</i> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: auto;"> Comparative and Fair Testing </div>		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. Year 4 Autumn 2, use of ipads for podcasts.	To understand that data gathered can be used to answer questions.	To be able to use a digital device (ipad) to collect data.	To understand and explain that a data logger collects 'data points' from sensors over time.	To be able to identify the data needed to answer questions.	To be able 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 younger brother, sister or friend Link to Science: Electricity - circuit knowledge.	To record ideas using annotated sketches, cross sectional and exploded diagrams	To explore and trial circuits and materials to make a nightlight.	To assemble, test and modify design ideas.	Evaluate the product for the intended user and against design criteria.			To have designed and made a night light suitable for the intended user.
RE	2.11 How and why do people mark significant events of life?	To be able to consider the value	To be able to consider whether	To be able to compare and	To be able to make simple links	To be able to identify some	To be able to share good suggestions of	To be able to make simple links between beliefs about love and commitment and promises in different

	Christianity, Hinduism and Judaism	and meaning of the promises and commitments made in ceremonies that mark milestones in life within a faith community: Christians, Hindus and Jews	and how non-religious people mark these milestones.	describe what happens in ceremonies of commitment in different faiths and explain what these rituals mean	between beliefs about love and commitment and how people in two different religious traditions live.	differences in how people celebrate commitment.	why they think ceremonies of commitment are or are not valuable today.	religious traditions and use this to consider the importance of making milestones in the journey of life.
RHSE	Families and Committed Relationships Links to British value : Diversity	To be able to identify different relationships we have and appropriate behaviours and boundaries within these relationships	To understand where we belong and how families care for one another.	To understand that families have different rules and expectations to keep each other safe.				Understand that family means different things to different people. Be able to explain why families need rules.
PE	Real P.E unit 4 Creative Fundamental movement skill : Send & receive balls Progressive from year 3 unit 4.	Rolling & bounce passing large ball to a partner	Strike/kick ball to a partner in a rally both hands/feet	Catch tennis ball bounce pass 2 hands then 1 hand	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. To use and apply these fundamental skills within sport application.
	Tennis Develop racket and ball skills and use and 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	To know how to count to 20 in French.	To be able to revise salutations: hello goodbye how are you feeling and answers	To know how to say your name and age in French.	To know how to say where you live in French.	To know how to say your nationality, understanding gender agreement rules in French		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 themselves in French.
Music		To understand that there are different genres of music and name them. Be able to discuss our own tastes in music related to genres.	To be able to share knowledge of different instruments and group into classical, folk, jazz etc	To form groups to play together using a variety of instruments. Discuss the term 'timbre'.	To understand how to build music using different skills and rehearse our group performance.	To understand how different bands create an image through their artwork/ promo materials and design our own album artwork.	To be able to confidently perform as a group in front of an audience.	Considering wider music genres and own experiences with relation to engaging with and enjoying music. To work as a group to create and perform our own composition.

Reading Opportunities.

