

Geography- Rural vs Urban

Links to how we can protect our own environment and protect our legacy through our environment.

Human

-I can find different views about an environmental issue and express my view.

Physical

-I can describe the main features of a well-known city (Newcastle Upon Tyne)

Geographical Enquiry:

-I can find the same place on a globe and in an atlas.

-I can measure and collect information (rain gauge) WW.

English

Key texts: Voices in the Park, The Butterfly Lion, The Toughest Cowboy

Links to how we are perceived and how our actions can add to our legacies.

Science- Electricity, Circuits and Conductors.

Links to Joseph Swann (Victorian Inventor), legacy in the things we create/leave behind.

Y4 Expected:

-I can identify common appliances that run on electricity.

-I can identify and name the basic part in a series circuit.

- I can construct a simple series electric circuit.

- I can identify whether or not lamp will light in a simple series circuit based on whether or not there is a complete loop with a battery.

-I can recognise that a switch opens and closes a circuit.

.DT- Electrical components.

Making torches/circuits links to Joseph Swann case study and how his legacy is the lightbulb.

Y4 Expected:

-I can add things to my circuits.

-I can say how I have altered my product after checking it.

-I am confident about trying out new and different ideas.

**How do you leave a legacy?
Year 4 Spring 1**

Mathematics

Number and Place Value,

- Count backwards through zero to include negative numbers

- Find 1000 more or less than a given number

-Order and compare numbers beyond 1000

-Round any number to the nearest 10, 100 or 1000

Addition and Subtraction,

-Estimate and use inverse operations to check answers to a calculation

- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division,

-Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Measurement (WW),

- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

- Find the area of rectilinear shapes by counting squares

History Knowledge and Interpretation-

Links to Romans vs Celts Invaders and Settlers. How our actions/legacies affect others.

Historical Enquiry:

-I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.

Knowledge and Interpretation:

-I appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious difference.

Chronological Understanding:

-I can plot recent history on a timeline using centuries. (Link to Geog-City analysis).

Art-Understanding of art/Collage

Links to Roman/Celtic mosaics and how these impressive pieces of art work have been left behind and inspired others skills taught through art scheme allow topic based art collage in Spring term.

Y4 Expected:

-I can use ceramic mosaic.

-I can combine visual and tactile qualities.

Music- Composing

Creating our own songs to tell the stories of our legacies. Looking at songs, which tell stories/legacies.

Y4 Expected:

-I can use notations to record and interpret sequences of pitches.

-I can use standard notation.

-I can use notations to record compositions in a small group or on my own.

-I can use my notation in a performance.

Computing- Communicating

Links to modern day legacies e.g how we are presented online, how we communicate through technology.

-I can appreciate the benefits of ICT to send messages and to communicate.

-I can use the automatic spell checker to edit spellings.

P.E- Athletics

Y4 Expected:

- I can run over a long distance.
- I can spring over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.

PSHE/SMSC: Budgeting, Expenses and Charities.

British careers/values-How can money benefit a legacy?

- I know how to keep a record of my money
- I know a range of different ways to pay for things, some may involve debt or credit
- I understand that families and individuals have commitments and manage their money in a range of ways
- I understand the reasons for and the importance of a financial plan to save money for a specific purpose
- I can tell you the names of several charities and what they do

MFL Unit 5 Mon anniversaire

Year 4 emerging:

- a) I can copy a short familiar phrase.
- b) I can write or word-process set phrases we use in class.

Year 4 expected:

- a) I can write 2-3 short sentences on a familiar topic.
- b) I can say what I like and dislike about a familiar topic.

R.E- Special People

Links to the legacy of Jesus.

-What do Christians believe about Jesus?

-Developing knowledge about the significance of Jesus.

-Key events in the life of Jesus, his teaching and ministry, impact on lives of Christians today. (include specific bible stories about Jesus TBC).

Guided Reading

-Edward Tulane, Non-fiction-Fact file, Poem (WW)

**How do you leave a legacy?
Year 4 Spring 1**