

Year 4

Summer 2 Topics

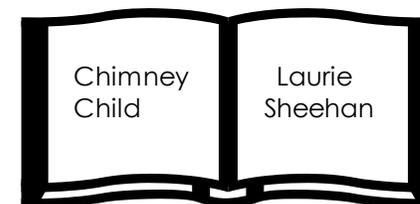
Year 4: What would you have done after school 100 years ago?

KS2 History: Leisure and Entertainment in the 20 th century	
WOW: All children start the day by being introduced to traditional board games such as: ludo; snakes and ladders, etc.	
LC1	How would you have coped without television and the iPad?
LC2	How was leisure and entertainment different for rich and poor children 100 years ago?
LC3	Would you have been able to go to McDonald's for your birthday party 100 years ago?
LC4	What would your favourite football team have looked like 100 years ago?
LC5	How could you create your own 'Silent Movie'?
LC6	What would 'Top of the Pops' have been like 100 years ago? ←
LC7	Reflection: Children to create a documentary on life for children 100 years ago focusing on leisure and entertainment

Literacy Link: Huge opportunities in LC1 for children to consider what life would be like without television and electronic gadgets. LC2 provides research opportunities for children to find out about what rich children would have had in comparison to poor ones. LC3 provides children with a chance to find out about how children would have celebrated birthdays and Christmas. LC4 provides children with good opportunities to research what footballers would have worn and then to find out about how much it would have cost to watch them play, etc. Use old football programmes to find out more about life from the adverts, etc.

IT Presentation: During LC5 children will have to write and produce their own silent movie and film it. Further opportunities for IT presentation offered in LC6

Expressive Link: During LC6 children will find out about the popular songs of the era and then create their own video dressed appropriately for the time.





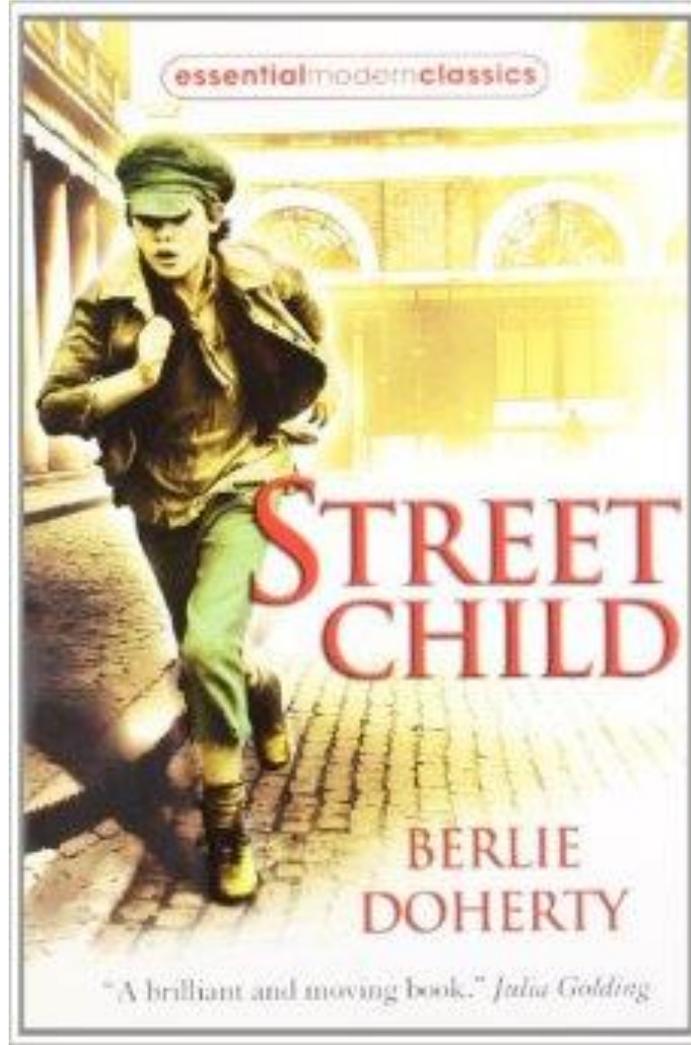
Christ Church Primary School

150 Years old
Celebration.

Victorian Day 21.06.16



Year 4: What would you have done after school 100 years ago? **Literacy Text.**



Year 4 History Knowledge, Skills and Understanding

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> • Can they explain how events from the past has helped shape our lives? • Can they recognise how lives in the past are different from ours? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	<ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
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Year 4 Music Knowledge, Skills and Understanding

<ul style="list-style-type: none"> • Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of significant British musicians?
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Year 4: How could we cope without electricity for one day?

- **Science Y4: Electricity**
- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- 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
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

WOW: Children to spend a full day without access to electricity. This to be organised and liaised with home.

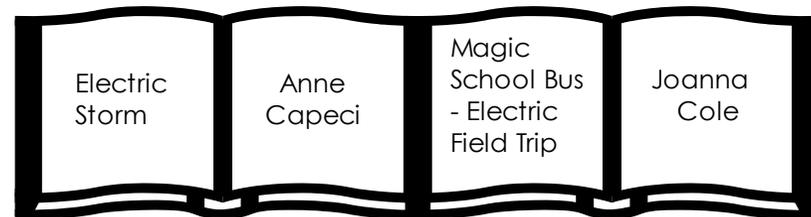
LC1	Why have we become so dependent on electricity?
LC2	How can you create an electrical circuit that has a switch or a buzzer?
LC3	What are conductors and insulators and how are they associated with electricity?
LC4	What! no TV or play-station!: what shall we do?
LC5	Could you create a meal that has not required electricity to prepare it?
LC6	How is electricity generated and what do we mean by alternative sources?
LC7	Reflection: Working as a team, can you put together a presentation which tells us about electricity?

Working Scientifically: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

Literacy Link: Children write a letter to their parents explaining about spending a day without electricity and asking for their support for this to happen at home also. In addition, there are many opportunities for children to use explanation texts to support their work.

Creative Art Link: Children to design and make a game which they could play as an alternative to an electrically powered game.

Creative Art Link: Children to design, make and plan a meal which they will eat. The issue is that electricity must not have been required when preparing the meal.



Year 4: How could we cope without electricity for one day?

Year 4: Science and DT Knowledge, Skills and Understanding

Year 4 Science: Electricity

- Can they set up a simple fair test to make comparisons?
- Can they plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated?
- Can they suggest improvements and predictions?
- Can they decide which information needs to be collected and decide which is the best way for collecting it?
- Can they use their findings to draw a simple conclusion?

- Can they explain how electricity is useful to us?
- Can they construct a simple circuit?
- Can they explain what a conductor is and test materials for conductivity?
- Can they explain closed and open circuits?
- Can they construct a circuit with a switch?
- Can they recognise some common conductors and insulators?

Year 4 Challenging

- Can they plan and carry out an investigation by controlling variables fairly and accurately?
- Can they use test results to make further predictions and set up further comparative tests?

- Can they explain how a bulb might get lighter?
- Can they recognise if all metals are conductors of electricity?
- Can they work out which metals can be used to connect across a gap in a circuit?

Design Technology

- Can they come up with at least one idea about how to create their product?
- Do they take account of the ideas of others when designing?
- Can they produce a plan and explain it to others?
- Can they suggest some improvements and say what was good and not so good about their original design?
- Can they tell if their finished product is going to be good quality?
- Are they conscious of the need to produce something that will be liked by others?
- Can they show a good level of expertise when using a range of tools and equipment?
- Have they thought of how they will check if their design is successful?
- Can they begin to explain how they can improve their original design?
- Can they evaluate their product, thinking of both its appearance and the way it works?
- **Food Technology:** Do they know what to do to be hygienic and safe?
- Have they thought what they can do to present their product in an interesting way?
- **Using materials:** Can they measure carefully so as to make sure they have not made mistakes?
- How have they attempted to make their product strong?