

Year 4 Curriculum Objectives 2021 – 2022: Term 4

Objectives in red were missed last year during lockdown

<p>SCIENCE 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. Working Scientifically asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>DT Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>To link to Science topic: <i>Electricity: Circuits, switches, conductors and insulators</i></p>	
<p>COMPUTING <i>(identify and incorporate missed objectives from year 3)</i> IT-Multimedia and Communication Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information: Animation, Audio/Music, Presentation, Data Handling</p> <p>ONLINE SAFETY: Rights and Responsibilities (SCARF) See Computing Curriculum use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		
<p>PSHE SCARF: Rights and Responsibilities</p>	<p>PE (Real PE) Outdoor Creative Development</p> <p>Indoor Real Dance</p>	<p>RE Taught in terms 3 and 4 Sikhism Unit 1 <i>Guru Nanak</i></p> <p>Sikhism - Part 1 unit 2 (The Sikh Gurus) To know about Guru Har Gobind and the story celebrated by Sikhs at Divali. To know that Guru Gobind Singh the last human Guru. To understand the importance of the 5 Ks. To know the Festival of Baisakhi. To recognise Sikh names.</p>

<p>MUSIC How sound works and exploring the orchestra listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music</p>	<p>SPANISH Simple questions and answers: <i>see Milestones</i> Members of the family Possessive adjective: mi Stories <i>e.g. The Giant Turnip</i> - <i>El Nabo Gigante</i> Classroom instructions</p> <p>Celebrations: Semana Santa</p>	<p>To know the story of the Guru and the Water carrier.</p> <p>Sikhism - Part 2 unit 3 (The Guru Granth Sahib) To know that there were 10 human Gurus. To know about the Guru Granth Sahib, the final Guru - its contents, use and central place in the Gurdwara. To know about the Akhand Path – special reading of the Guru Granth Sahib. To know about the beliefs taught through the Guru Granth Sahib.</p>
--	---	--