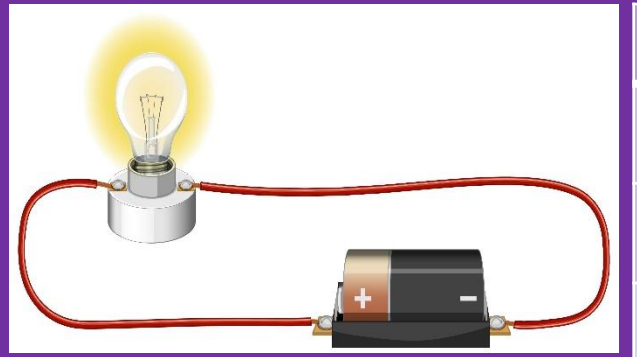
Year 4 – Term 3 Science- How can we power it up?

Subject Specific Vocabulary

Battery	A portable electricity supply
Bulb	A part of a circuit that gives out light.
Cell	The scientific name for a battery.
Circuit	The path followed by an electric current. Electricity must flow in a circuit to do useful work.
Components	The items that make up a circuit.
Conductor	A material that transmits electricity in the wall and through wires.
Insulator	A material through which electricity cannot flow.
Mains	The electricity that comes from a socket.
Rechargeable	A battery that we can put 'electricity' back into.
Switch	A component that turns a circuit on and off.
Terminal	The ends of a battery. One is positive and one is negative.



Key Skills

- 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.
- Ask relevant questions and using different types of scientific enquiries to answer them – setting up simple practical enquiries, comparative and fair tests.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Key Questions

- ❑ What is electricity? Why do we need it, how does it help our daily lives?
- ❑ What appliances use electricity and how can I stay safe around them?
- ❑ Where and how is most of the electricity we use produced?
- ❑ What is a power station? What do they use to produce electricity?
- ❑ What is inside a battery? How do they produce an electric current?
- ❑ What is 'voltage'? How do we use voltage to help us?
- ❑ What do I need to make a circuit? How do I make one that works?
- ❑ What are the key similarities and differences between a simple circuit and a parallel circuit?
- ❑ How do conductors work and how do I know if something is a good conductor of electricity?

Year 4 – Term 3
PSHE- How can I be my best?

PSHE (including RSE) Knowledge Organiser
Year 4 – Being My Best

Key Word	Meaning	Key Word	Meaning
Unique	Being the only one of its type.	**Emergency**	A serious situation or sudden crisis that calls for fast action.
Mental Health	The condition, or degree of health, of a person's mind and emotions.	**Reduce**	To make less in amount or size.
Community	A group of people who live close together or have shared interests.	**Recycle**	To put through a process that allows used things to be reused.
Injury	Damage or wrong that causes physical or mental pain or hardship.	**Repair**	To put in good condition again after damage has been done.
Accident	Reasons or causes that are not planned by anyone.	**Unresponsive**	To not be acting or speaking in answer.

Reduce, Reuse, Recycle

- **Refuse** – saying no to things you do not need.
- **Reduce** – using less.
- **Reuse** – using things as thoroughly as you can rather than throwing them away.
- **Rot** – turn any food waste that cannot be reused into compost.
- **Recycle** – all plastic, paper, metal, and glass waste plus anything else can be reused.
- **Repair** – rather than immediately throwing something away, fix it if it is broken.
- **Rethink** – work out some creative ways to do things that are less damaging to the environment.

Community

- We all belong to different communities; we belong to our school community but may belong to others such as faith groups or clubs.
- People can help others in their communities and support each other.
- Sometimes people volunteer their times to help in the community.
- Some people may have jobs that support the community for example, health care, education and caring for animals.
- Working together as a community can help care for others who are in need.

Talents

- We are all unique and this should be celebrated.
- Everybody has valuable contributions to make.
- Strengths and interests form part of a person's identity.
- It is important to voice out thoughts and feelings. This can help us manage our emotions and responses to situations.
- Self-confidence is how secure you feel in yourself and your abilities.

#IAmFantastic

Key Questions

- ❑ What does First Aid mean?
- ❑ Who are the Red Cross and how can they help us learn about first aid?
- ❑ In what ways can we help the environment?
- ❑ How can we be part of a community? What can we do to make that a positive experience?
- ❑ In what ways are we all different and unique? How can we celebrate that?
- ❑ Wat strengths and talents do we have in our class?
- ❑ What can I do to develop my talents and self- confidence?
- ❑ What does a healthy relationship look and feel like?
- ❑ What choices do I have if I am struggling in a relationship?

Year 4 – Term 3
Spanish- How can I present myself?

Teaching Type: Intermediate

Unit: ME PRESENTO

Unit Objective: To say your name, age, how you are feeling and where you live in Spanish.

By the end of this unit, we will be able to:

- Count to 20 in Spanish.
- Ask somebody how they are feeling, their age, name and where they live in Spanish.
- Say how we are feeling, how old we are, what our name is and where we live in Spanish.
- Apply rules of adjectival agreement when saying our nationality in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the **'Early Learning'** units (in particular numbers 1-10 and feelings).
- What a verb is in English and knowledge of high frequency first person verbs such as **soy (I am), tengo (I have) and vivo (I live).**

Skills we will develop:

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.

Activities we will complete:

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Grammar we will learn & revisit:

Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective to show that the person talking or being described is female. Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)

Phonics & Pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- CA sound in **catorce**
- CE sound in **once, doce, trece** etc
- CI sound in **cinco, cincuenta** & **cien.**
- CO sound in **cómo**
- CU sound in **cuatro** & **cuántos**

Key Questions

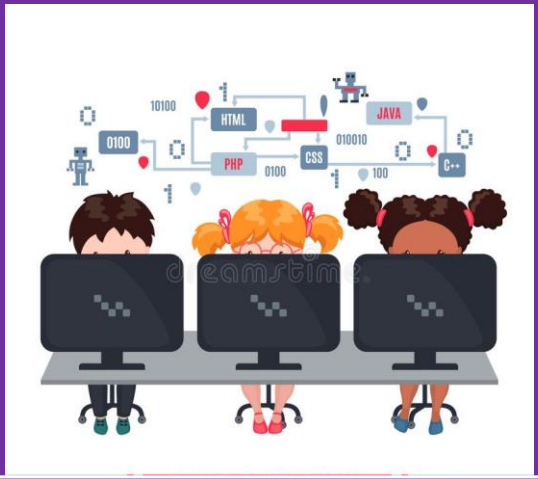
- ❑ How do I say, read and write numbers to 20 in Spanish?
- ❑ How do I ask someone how they are feeling? How can I tell them how I am feeling?
- ❑ What strategies can I use to help me remember the new vocabulary and phrases we learn this term?

Year 4 – Term 3

Computing- How can I create my own program?

Key Codes

FD	Forwards. FD is always followed by a space and then a number of steps. E.g. FD 50
BK	Backwards. BK is always followed by a space then a number of steps. E.g. BK 50
LT	Left. LT is always followed by a space and then a number of degrees to turn. E.g. LT 90
RT	Right. RT is always followed by a space and then a number of degrees to turn. E.g. RT 90
CS	Clear screen. This command clears any pen marks on your screen and gets the turtle back to the home position in the centre of the screen.
PU	Pen up. This command will stop the turtle from leaving a pen trail. It is not followed by any numbers.
PD	Pen down. This command will make the turtle start leaving a pen trail again, so it needs to be used before you want to draw. It is not followed by any numbers.



Key Skills

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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

Key Vocabulary

- ❑ What is Logo?
- ❑ What is an algorithm?
- ❑ Describe what ‘debugging’ means.
- ❑ Why is a loop used in programming?
- ❑ What is tracing code used for?
- ❑ Describe an exterior angle.
- ❑ Describe a subroutine.
- ❑ What is the name of a code snippet that can be run multiple times?
- ❑ What is a program?

Year 4 – Term 3
PE- How do you play Tag Rugby?

Key Vocabulary

Passing – passes must be played level or backwards, the ball cannot travel forwards, this will result in possession turnover.

Offside – Attacking players must remain behind the ball when it is active.

Scoring – A try is scored when the ball is placed over the try line with both hands pushing the ball down.

Tag – To remove a tag of the opposition player who has the ball

Dodging – move passed the opponents with the ball.

Handling – 2 hands on the ball at all times.

Pitch -

Skills

Tagging

To tag an opposing player with the ball:

1. Judge the speed and direction of opposition.
2. Run alongside opponents.
3. Remove tag from their waist and shout "TAG!" – then pass back the tag to the player you took it from.

If you have been tagged you must:

A. Pass the ball to a teammate within 3 steps or 3 seconds of being tagged.

B. If you are within 1m of the try line you can step forward and score the try.

C. You must collect your tag and replace it before carrying on playing.

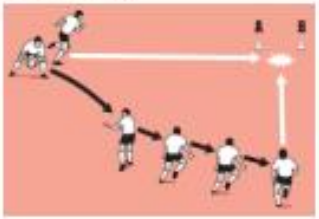
Skills

Passing

2 hands around the ball to grip it correctly.

To pass:

- Keep the arms and knees bent.
- Push/Pull the ball across your body from the waist.
- Keep hands either side of the ball.
- Swing arms and ball across your body.
- Point arms towards target even after pass. Ball must go sideways / backwards from the passer.



Receive the ball with Target / W hands

Key Questions

- ❑ What kind of game is rugby?
- ❑ What are the main rules of the game?
- ❑ What are the Rugby Union and the Rugby League? What are the main differences between the two?
- ❑ When and where was rugby first played? Who are the main sporting heroes in the world of rugby?

Year 4 – Term 3
PE- Multi Skills

Key Skills

Physical Me

Agility - Agility run
- Speed bounce
- Running

Balance - On benches
- On one leg
- While **throwing** objects

Co-ordination - Skipping, hopping, running, jumping
- Throwing and **catching**

Flexibility - Stretching to reach objects

Thinking Me
- Improving my performance

Value Me
- Leadership

Social Me
- Collaboration
- Co-operation

Key Questions

- ❑ What does agility mean and why is it a useful skill?
- ❑ What strategies can I use to help me develop my sense of balance?
- ❑ Why is speed important in PE? How do we need to vary speed for different activities and actions?
- ❑ What strategies can I use to help me develop and improve my coordination?

Key Vocabulary

- Agility
- Balance
- Co-ordination
- Leadership
- Skills
- Co-operate
- Speed
- Test
- Accuracy

Year 4 – Term 3 – What is beyond the Magic Kingdom?

Subject Specific Vocabulary

Theme park	An amusement park with a unifying setting or idea.
Tourist	A person who is travelling or visiting a place for pleasure.
Recreation	Activity done for enjoyment when one is not working.
Exploitation	The action or fact of treating someone unfairly in order to benefit from their work.
Contiguous Time Zone	Successive time zones that touch each other, without territories.
Drought	A prolonged period of abnormally low rainfall, leading to a shortage of water.
Human features	Things that are made or built by humans.
Physical features	Bodies of water and landforms. E.g. seas, mountains and rivers.
Conservation	Prevention of wasteful use of a resource.
Preservation	The action of preserving something.

Key Skills

- **Identify**, **describe** and **explain** the function and attraction of theme parks around the world
- **Identify**, **locate**, **compare and contrast** the constituent states of the United States of America and **recognise** and **describe** key geographical features of one state other than Florida;
- **Describe** and **explain** the historical significance of the Maya civilisation and suggest **reasons** for its catastrophic end;
- **Observe**, **describe**, **explain** and begin to draw **conclusions** about the geographical pattern of the origin of visitors to the *Magic Kingdom* from countries around the world;
- **Recognise** and **describe** the key geographical features of a peninsula and **compare and contrast** the Floridian peninsula with a number of peninsulas at different locations around the world;
- **Recognise** the key human and physical features and achievements of the Kennedy Space Centre in Florida and **explain** the geographical reasons for its location;
- **Describe** and **explain** why sea turtles which live in the waters around Florida are endangered and reach a **judgement** as to how they might be conserved for the future;
- **Compare and contrast** the climate of the United Kingdom and Florida and **identify** and **explain** the main differences particularly in relation to temperature and sunshine hours;
- Reach a **conclusion** and make a **judgement** as to the best time climatically for British tourists to holiday in Florida;
- **Identify**, **describe** and **explain** how hurricanes form and why they present such a threat to the people of Florida and **understand** the range of ways in which residents take measures to protect themselves and property from potential damage;
- **Locate**, **describe and explain** why the Everglades are a National Park.

Key questions

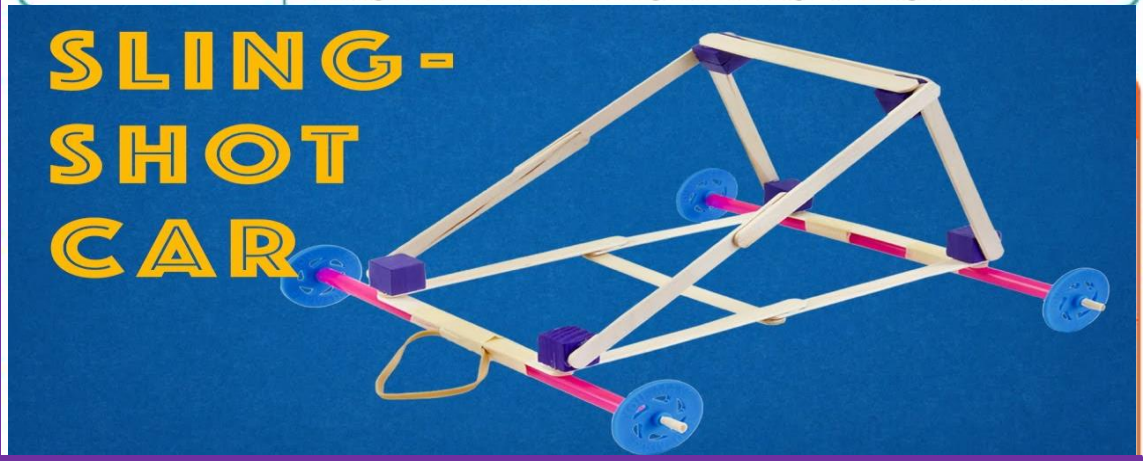
- ❑ What is the purpose of a theme park?
- ❑ What is the most popular theme park in the world?
- ❑ How many continents and oceans are there?
- ❑ What is the world's largest island?
- ❑ What is special about it?
- ❑ Name the least densely populated country in the world.
- ❑ How many states are there in America?
- ❑ What are the states in America contiguous?
- ❑ Which state is separated from the rest of the states in America?
- ❑ How is this state separated?
- ❑ Which countries make up Central America?

- ❑ When was the Maya civilisation at its strongest?
- ❑ When was the most famous and historic space rocket launch?
- ❑ Who were the first humans to visit another object in Space?
- ❑ Where have all American space flights been launched from since 1968?

Year 4 – Term 3
DT- Mechanisms
How do Slingshot Cars work?

Mechanical Systems - Slingshot car

Aesthetic	How an object or product looks.
Air resistance	The level of drag on an object as it is forced through the air.
Chassis	The body of a car.
Design	To make, draw or write plans for something.
Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Function	The purpose of an object (for example a chair needs to hold a person when sitting down); or how the product works (for example a torch needs to provide light in a dark space).
Graphics	Images which are designed to explain or advertise something.
Kinetic energy	The energy that causes an object to move.
Mechanism	The parts of an object that move together as part of a machine.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Structure	Something that has been made and put together and can usually stand on its own (eg a building, a bridge, a chair).



Key Questions

- ❑ How can I produce a good design, what and who do I need to think about?
- ❑ What tools and equipment will I need to build my model?
- ❑ What tests and comparisons do I need to make before constructing my model?
- ❑ What mechanical systems will I need to know about and use?
- ❑ How can I ensure I have a strong structure?
- ❑ Are there any key people or events I can research to help me develop my understanding of cars in the wider world?

Year 4 –Term 3 RE- Judaism

How important is it for Jews to do what God asks them to do?

Links to previous learning

- Abraham and the original covenant
- Moses, the plagues, the 10 Commandments and the exodus
- Worship in the synagogue
- Rosh Hashanah and Yom Kippur
- How other festivals commemorate events in the scriptures (e.g. Purim and Sukkot)

Subject Specific Vocabulary

Kashrut	Food laws
Kosher	Food that is fit or proper for Jews to eat
Seder meal	Meal commemorating the events of Pesach (Passover)
Charoset	A paste made of apples, pears, nuts and wine
Matzah	Unleavened bread

Parts of the Seder Meal

- A roasted lamb bone with most of the meat removed.
- A hard-boiled egg
- Grated horseradish
- "Charoset" - a paste made of apples, pears, nuts and wine
- A vegetable, such as an onion or potato
- Bitter herbs
- Matzah (unleavened bread)
- Wine
- Saltwater

Key Questions

- ❑ What is Passover and why is it celebrated by Jews?
- ❑ What rules do Jews follow that are food related?
- ❑ Why do Jews follow these rules?
- ❑ What is included in a Sedar meal? What is the significance of each of the foods?
- ❑ When is the Sedar meal eaten in a Jewish household?
- ❑ What other things do Jews do to show respect to God? How do they feel when they keep to these rules?