



Year 4 Medium Term Plan Spring 2

| | Science | Humanities | RE | Computing |
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| Theme | <p>Theme: Electricity</p> <p>Key Knowledge: 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.</p> <p>Key skills: Ask relevant questions and use different types of scientific enquiries to answer them. Use straightforward scientific evidence to answer questions or to support findings. Set up simple practical enquiries and comparative and fair tests. Identify differences, similarities or changes related to simple scientific ideas and processes. Use scientific evidence to answer</p> | <p>Theme: World War 2 and Battle of Britain</p> <p>Key skills</p> <ul style="list-style-type: none"> •Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. •They should note connections, contrasts and trends over time •Develop the appropriate use of historical terms. •They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. •They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. •They should understand how our knowledge of the past is constructed from a range of sources. <p>Key knowledge A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- WW1 and 2</p> | <p>TOPIC - Christianity Easter - forgiveness (salvation)</p> <p>Key skills - I can talk about what concepts like forgiveness and start to relate it to the people I am studying.</p> <p>Key knowledge</p> <ul style="list-style-type: none"> • To be aware of Jesus' teachings on forgiveness (forgiving 70x7, Lord's Prayer, on the cross) | <p>Unit 4.4 Writing for Different Audiences</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To create content for a select audience • To make informed choices about the best way to present information e.g. appropriate font/text formatting • To be able to alter fonts, styles and sizes to suit an intended audience <p>Key Knowledge:</p> <ul style="list-style-type: none"> • be able to explain the purpose of the watermark/ symbol on the photograph and can discuss where they might be used elsewhere across a range of digital content |

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| | <p>questions or to support findings. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Enrichment: Trips: Visitors:</p> | | | |
| <p>Week 1</p> | <p>SK LO: To be able to identify common appliances that run on electricity.</p> <p>WS LO: To identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Key skills: To identify differences, similarities or changes related to simple scientific ideas and processes. Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Key knowledge: identify common appliances that run on electricity</p> | <p>LO: To understand why Britain went to war in 1939</p> <p>Key skills:</p> <ul style="list-style-type: none"> •Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. •They address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. •They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>Key knowledge:</p> <ul style="list-style-type: none"> *Pupils understand how the actions of Hitler threatened European peace. *They understand what is meant by the term appeasement. *They are aware of the dilemma facing Chamberlain and other appeasers. *They can explain why Chamberlain ultimately took the decision to go to war. | <p>LO: To explore what forgiveness is.</p> <p>Key skills: Interpretation and empathy</p> <p>Key knowledge: Understand the meaning of the word forgiveness. Think of scenarios where forgiveness is occurring. If a behaviour persists, would you keep forgiving?</p> | <p>LO:• To explore how font size and style can affect the impact of a text.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text • To use text formatting to make a piece of writing fit for its audience and purpose. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Children will know that there are different ways to present a piece of writing dependent on the audience |
| <p>Week 2</p> | <p>LO: To be able to construct a simple series electrical circuit..</p> <p>To be able to set up a simple practical enquiry, using results to make predictions.</p> <p>Key skills: To be able to set up a simple practical enquiry, using results to make predictions.</p> <p>Key knowledge: To be able to construct a simple series electrical</p> | <p>LO: To investigate why it was necessary for children to be evacuated and what evacuation was really like.</p> <p>Key skills:</p> <p>They should note connections, contrasts and trends over time</p> <ul style="list-style-type: none"> •Develop the appropriate use of historical terms. •They devise historically valid questions about change, cause, similarity and difference, and significance. •They should construct informed | <p>LO: To investigate times when Jesus forgave others.</p> <p>Key skills: To talk about concepts like forgiveness and start to relate it to the people I am studying.</p> <p>Key knowledge: The Last Supper. The criminal next to Jesus Luke 23:39-43 Jesus on the cross Luke 23:34 Jesus forgave the people who killed him. Is that possible? Christians believe that Jesus' death offered them forgiveness for their</p> | <p>Lesson 2 and 3</p> <p>LO:• To use a simulated scenario to produce a news report.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Using a Simulated Scenario to Produce a News Report • To use information to |

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| | <p>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</p> | <p>responses that involve thoughtful selection and organisation of relevant historical information. Key knowledge: *Pupils grasp that this would be a war in the air and that there would be vastly more civilian damage than in the First World War. *Pupils can use a graph of the changing numbers of evacuees and a photograph to raise enquiry questions. *Pupils can investigate and explain the reasons for fluctuating numbers being evacuated *They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.</p> | <p>'sins'.</p> | <p>write their own newspaper report.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> Know how to interpret a variety of incoming information to build details of a story |
| <p>Week 3</p> | <p>LO: To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. LO: To set up simple practical enquiries and comparative and fair tests. Key skills: Set up simple practical enquiries and comparative and fair tests. Identify differences, similarities or changes related to simple scientific ideas and processes. Use scientific evidence to answer questions or to support findings. Key knowledge: to 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, to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> | <p>LO: To understand how Britain was able to stand firm against the German threat. Key skills: •Develop the appropriate use of historical terms. •They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. •They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Key knowledge: *Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale. *Pupils are able to identify key features of resistance to German invasion: Trying on gas masks Home Guard Battle of Britain Blitz Evacuation Rationing Fire service Air-raid shelters</p> | <p>LO: To explore Jesus' teachings about forgiveness Key skills: I can describe what a Christian might learn about forgiveness from a Biblical text. Key knowledge: The Lord's Prayer Love for enemies, Luke 6:27-36 Teaching about anger, Matthew 5:21-26 Forgive 70x7 Matthew 18:21-22 Teaching about revenge Matthew 5:38-42, The unforgiving servant Matthew 18:21-35,</p> | |

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| <p style="text-align: center;">Week 4</p> | <p>LO: To be able to recognise some common conductors and insulators, and recognise the function of a switch in the circuit.</p> <p>To be able to record findings using drawings.</p> <p>Key skills: Set up simple practical enquiries and comparative and fair tests. Identify differences, similarities or changes related to simple scientific ideas and processes. Use scientific evidence to answer questions or to support findings. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Key knowledge: recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p> | <p>LO: To explore how people carried on with normal life during the war, and how we know this.</p> <p>Key skills:</p> <ul style="list-style-type: none"> •They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. •They should understand how our knowledge of the past is constructed from a range of sources. <p>Key knowledge:</p> <ul style="list-style-type: none"> *Pupils are able to describe a range of roles adults played on the Home Front which were unique to that time *They can explain how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'. *Pupils' grasp that people making representations of the past eg in museums have to prioritise which stories to tell and whose contributions to feature most prominently and to also appreciate that this is controversial. | <p>LO: To understand that everyone finds forgiving difficult, even Jesus.</p> <p>Key skills: I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>Key knowledge: Whilst forgiving people can sometimes feel very difficult or impossible, Christians believe that Jesus' death offers them forgiveness from God and that with his help they can do their best to forgive other people. They believe that Jesus' death took away their 'sins' and offered forgiveness and salvation.</p> | <p>LO: To use a simulated scenario to write for a community campaign.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Children have used 2Connect to mind-map ideas for a community campaign. • Children have used these ideas to write a persuasive letter or poster as part of the campaign. • Children have assessed their texts using criteria to judge their suitability for the intended audience. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know how to use online tools to make a |
| <p style="text-align: center;">Week 5</p> | <p>LO: To create a torch using the knowledge I have learned about electricity.</p> <p>LO: To report on findings from enquiries, including presentations of results and conclusions</p> <p>Key skills: Set up simple practical enquiries and comparative and fair tests. Identify differences, similarities or changes related to simple scientific ideas and processes. Use scientific evidence to answer questions or to support findings. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> | <p>LO: To understand why it is difficult to be sure what life on the Home Front was really like.</p> <p>Key skills:</p> <p>Children will devise historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> •They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. •They should understand how our knowledge of the past is constructed from a range of sources. <p>Key knowledge:</p> <ul style="list-style-type: none"> *Pupils grasp that much of the evidence from this period has to be treated with caution; all is not what it seems. *They can explain how the | <p>LO: To make links between Jesus showing forgiveness and Christians today showing forgiveness,</p> <p>Key skills: I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p>Key knowledge: Understand how Jesus showed forgiveness and how Christians today might do this. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness.</p> | |

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| | <p>Key knowledge: 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</p> | <p>government used: a. Censorship b. Propaganda *Pupils can evaluate a piece of wartime footage of the Blitz explaining how they know it was staged</p> | | |
| <p>Week 6</p> | <p>LO: Key skills: Key knowledge:</p> | <p>LO: To explain what VE day was and what happened.</p> <p>Key skills: •They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. •They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key knowledge: *Pupils can describe how VE Day was typically celebrated. *They are aware that some families had mixed emotions. *They can explain why depictions of VE Day parties might vary.</p> | <p>LO: To express my understanding of forgiveness</p> <p>Key Knowledge: I can describe what a Christian might learn about forgiveness from a Biblical text. I can give my opinion as to why showing forgiveness may be important. Key Skills: I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p>Writing a poem (possibly a Haiku) or through drawing /painting a picture that represents what forgiveness means to them. Share with class if they want to.</p> | |