

Year: 4      Topic: Robots	
Big question:	Hook task: Robot Fashion Show Day
PSHE focus: Being Me in My World	Review task and presentation: Assembly/Shared learning afternoon.
Experiences/ shared learning: Draw, Draw, Draw-The World of Fire and Ice	

<p>History NC aims/objectives:</p> <ul style="list-style-type: none"> <li>•Plot events on a timeline, using centuries.</li> <li>•Use my mathematical skills to round up time differences into centuries and decades.</li> <li>•Explain how historic items and artefacts can be used to help us build up a picture of life in the past.</li> <li>•Explain how an event from the past has shaped our life today.</li> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• Events</li> <li>• Timeline</li> <li>• Centuries</li> <li>• Decades</li> <li>• Sources</li> <li>• Unreliable sources</li> </ul>	<p>Art and Design NC aims/objectives:</p> <ul style="list-style-type: none"> <li>• Use line, tone, shape and colour to represent figure and forms in movement.</li> <li>• Use a range of techniques to create a final piece of work.</li> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• Design criteria</li> <li>• Functional</li> <li>• Combine</li> <li>• Alter</li> <li>• Adapt</li> </ul>	<p>Science NC aims/objectives:</p> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>•Identify common appliances that run on electricity</li> <li>•Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>•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</li> <li>•Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>•Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• appliance</li> <li>• electricity</li> <li>• circuit</li> <li>• switch</li> <li>• conductor</li> <li>• insulator</li> </ul>	<p>English:</p> <ul style="list-style-type: none"> <li>• Recount – diary</li> <li>• Narrative story</li> <li>• Non-chronological report</li> </ul>
<p>Design Technology NC aims/objectives:</p> <ul style="list-style-type: none"> <li>• Produce a plan and explain it</li> <li>• Present a product in an interesting way</li> <li>• Evaluate and suggest improvements for the design</li> </ul> <p>Key vocabulary:</p> <ul style="list-style-type: none"> <li>• Design criteria</li> <li>• Functional</li> <li>• Combine</li> <li>• Alter</li> <li>• Adapt</li> </ul>			

### Standalone subjects

<p>Maths:</p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction</li> </ul>	<p>French- <i>I am able to:</i></p> <ul style="list-style-type: none"> <li>• Recognise, remember and spell 10 action verbs in French.</li> <li>• Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) &amp; 'mais' (but)</li> </ul>	<p>RE- <i>Personal Responsibility</i></p> <p>How might your worldview lead you to do hard things for good reasons?</p> <p>Key vocabulary for discussion:</p> <ul style="list-style-type: none"> <li>• Sacrifice</li> <li>• Tzedakah</li> <li>• Fasting</li> <li>• Zakat</li> <li>• Sawm</li> <li>• Pilgrimage</li> <li>• Ramadan</li> <li>• Hajj</li> <li>• Lent</li> <li>• Non-violence</li> <li>• Charity</li> <li>• Worldview</li> <li>• Resist</li> <li>• Sacred</li> </ul>
<p>PE- <i>Personal:</i></p> <ul style="list-style-type: none"> <li>• Try several times if at first I don't succeed and I ask for help when appropriate</li> <li>• Know where I am with my learning</li> <li>• Begin to challenge myself</li> </ul>	<p>Computing- <i>Computing Systems and Networks:</i></p> <ul style="list-style-type: none"> <li>• Describe how networks physically connect to other networks</li> <li>• Recognise how networked devices make up the internet</li> <li>• Outline how websites can be shared via the World Wide Web (WWW)</li> <li>• Describe how content can be added and accessed on the World Wide Web (WWW)</li> <li>• Recognise how the content of the WWW is created by people</li> <li>• Evaluate the consequences of unreliable content</li> </ul>	
<p>PSHE- <i>Being Me In My World:</i></p> <ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul>	<p>Music- <i>Poetry:</i></p> <ul style="list-style-type: none"> <li>• Recognise notation when understanding rhythm.</li> <li>• Use our voices to perform a poem with canon and ostinato</li> <li>• Use our voices to make a wide variety of sounds for effect</li> </ul>	