

Year: 4- Spring 2      Topic: Crime and Punishment		
Big question: <b>Why do we have crime and punishment and what does it really mean?</b>		Hook task: <b>Children to view a selection of 19<sup>th</sup> and early 20<sup>th</sup> century crimes on social media and to discuss and evaluate as to whether these were in fact a crime (based on modern values)</b>
PSHE focus: Healthy Me		Review task and presentation: <b>Shared learning with Year 2</b>
Experiences/ shared learning: <b>Talk to a member of the security services about their findings, observations and feelings.</b>		
<b>History NC aims/objectives:</b> <ul style="list-style-type: none"> <li>• Explain how British laws have changed over time.</li> <li>• Plot events on a timeline, using appropriate scaling to show the passage of time.</li> <li>• Explain trends and contrasts over time.</li> </ul>	<b>Art and Design NC aims/objectives:</b> <ul style="list-style-type: none"> <li>• Use marks and lines in my art.</li> <li>• Recognise the features of art from different historical periods.</li> <li>• Emulate styles used by other artists.</li> </ul>	<b>Science NC aims/objectives- <i>Animals Including Humans</i></b> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans and their simple functions</li> </ul>
	<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>• Mark making</li> <li>• Line</li> <li>• Emulation</li> </ul>	
<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>• Trends</li> <li>• Contrast</li> <li>• Compare</li> <li>• Significance</li> <li>• Difference</li> <li>• Consequence</li> </ul>	<b>Design Technology NC aims/objectives:</b> <ul style="list-style-type: none"> <li>• Produce a plan and explain it</li> <li>• Evaluate products for their purpose and appearance</li> <li>• Measure accurately</li> </ul>	<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>• Digestive system</li> <li>• Teeth</li> <li>• Molar</li> <li>• Incisor</li> <li>• Canine</li> <li>• Function</li> </ul>
	<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>• Joins</li> <li>• Sewing</li> <li>• Stapling</li> <li>• Product use</li> </ul>	

<p>Maths:</p> <ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Length and perimeter</li> <li>• Fractions</li> <li>• Decimals</li> </ul>	<p>PSHE- <i>Healthy Me</i></p> <ul style="list-style-type: none"> <li>• Different friendship groups</li> <li>• Roles within groups such as leaders and followers</li> <li>• Facts about smoking and its effects on health</li> <li>• Facts about alcohol and its effects on health</li> <li>• Why some people choose to smoke or drink alcohol</li> <li>• Peer pressure and how to resist when I want to</li> </ul>	<p>RE- <i>What or who is 'God' and how is the divine understood in theistic worldviews?</i></p> <p>Key vocabulary for discussion:</p> <ul style="list-style-type: none"> <li>• Holy Trinity</li> <li>• Prophet</li> </ul>
<p>PE- <i>Creative</i></p> <ul style="list-style-type: none"> <li>• I can link actions and develop sequences of movements that express my own ideas</li> <li>• I can change tactics, rules or tasks to make activities more fun or more challenging.</li> </ul>	<p>Computing -<i>Programming- Repetitions in Shapes:</i></p> <ul style="list-style-type: none"> <li>• To identify that accuracy in programming is important</li> <li>• To create a program in a text-based language</li> <li>• To explain what 'repeat' means</li> <li>• To modify a count-controlled loop to produce a given outcome</li> <li>• To decompose a task into small steps</li> <li>• To create a program that uses count-controlled loops to produce a given outcome</li> </ul>	<p>French- <i>Presenting Myself:</i></p> <ul style="list-style-type: none"> <li>• Use basic greetings in French</li> <li>• Ask somebody their name in French and reply when asked</li> <li>• Recall numbers 1-10 and count from 11-20 in French</li> <li>• Ask somebody how old they are and reply when asked</li> <li>• Ask somebody where they live and reply when asked</li> <li>• Express your nationality and understand basic gender agreement rules</li> </ul>