

Year: 4 Topic: Robots			
Big question: Are Robots and AI the same? How do humans gain the most from robots?		Hook task: Robot Fashion Show Day – In small groups children to design, plan, refine and make a robot from cardboard and present to panel for judging of most authentic.	
PSHE focus: Being Me in My World		Review task and presentation: Shared learning afternoon.	
Experiences/ shared learning:(Linked to hook task) Robot Fashion Show Day – In small groups children to design, plan, refine and make a robot from cardboard and present to panel for judging of most authentic.			
History NC aims/objectives: •Plot events on a timeline, using centuries. •Use my mathematical skills to round up time differences into centuries and decades. •Explain how historic items and artefacts can be used to help us build up a picture of life in the past. •Explain how an event from the past has shaped our life today. Key vocabulary: • Events • Timeline • Centuries • Decades • Sources	Art and Design NC aims/objectives: • Use line, tone, shape and colour to represent figure and forms in movement. • Use a range of techniques to create a final piece of work. Key vocabulary: • Design criteria • Functional • Combine • Alter • Adapt	Science NC aims/objectives: 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 Key vocabulary: • appliance • electricity • circuit • switch • conductor	English: • Recount – diary • Narrative story • Non-chronological report
	Design Technology NC aims/objectives: • Produce a plan and explain it • Present a product in an interesting way • Evaluate and suggest improvements for the design Key vocabulary: • Design criteria • Functional • Combine • Alter		

Unreliable sources	Adapt	insulator	
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Standalone subjects			
Maths: - Place value - Addition and subtraction	French-<i>I am able to:</i> - Recognise, remember and spell 10 action verbs in French. - 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). - Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but)	RE-<i>Personal Responsibility</i> How might your worldview lead you to do hard things for good reasons? Key vocabulary for discussion: - Sacrifice - Tzedakah - Fasting - Zakat - Sawm - Pilgrimage - Ramadan - Hajj - Lent - Non-violence - Charity - Worldview - Resist - Sacred	
PE- <i>Personal:</i> - Try several times if at first I don't succeed and I ask for help when appropriate - Know where I am with my learning - Begin to challenge myself	Computing-<i>Computing Systems and Networks:</i> - Describe how networks physically connect to other networks - Recognise how networked devices make up the internet - Outline how websites can be shared via the World Wide Web (WWW) - Describe how content can be added and accessed on the World Wide Web (WWW) - Recognise how the content of the WWW is created by people - Evaluate the consequences of unreliable content		
PSHE- <i>Being Me In My World:</i> Being part of a class team	Music-<i>Poetry:</i> Recognise notation when understanding rhythm.		

- Being a school citizen
- Rights, responsibilities and democracy (school council)
- Rewards and consequences
- Group decision-making
- Having a voice
- What motivates behaviour

- Use our voices to perform a poem with canon and ostinato
- Use our voices to make a wide variety of sounds for effect