


<p>Topic Name – Potions Disposition Developing Contemplation: Being Curious and Valuing Knowledge.</p> 	<p>Year Group - Year 4 Autumn 1 Topic Purpose Question: How are solids, liquids and gases important in our everyday lives?</p>	<p>Curriculum Coverage: Science Topic Purpose – To develop scientific knowledge and conceptual understanding through exploring a variety of everyday materials and develop simple descriptions of the states of matter by grouping and classifying the different materials. To observe changes when heated and cooled by researching temperature to change state of matter.</p>	<p>Class Novel: Alice in Wonderland Purpose- Reading a novel by a classic author which will extend and broaden vocabulary.</p>
<p>Links to previous topics. Year 2 – Handsworth Now and Then Year 2 – Explorers</p> <p>Links to future topics. Year 4 – Mountains</p>	<p>Science States of matter</p> <p>Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shapes; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated and cooled. Pupils might work scientifically by: grouping and classifying of a variety of different materials; exploring the effects of temperature on substances such as chocolate, butter, cream (for example to make foods such as chocolate crispy cakes and ice cream for a party). They could research the temperature at which materials change state, such as when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, such as a puddle in the playground or washing on a line, and investigate the effects of temperature on washing drying or snowmen melting.</p>		
<p>Oracy</p> <p>Instigate - Starts the discussion or moves it onto a new point.</p> <ul style="list-style-type: none"> I think we should consider... I would like to start by saying... Let's also think about... <p>Build - Adds to or builds on an idea.</p> <ul style="list-style-type: none"> I agree and would like to add... Adding onto what ___ said... Building on ___ said... <p>Challenge – disagree or present an alternative argument.</p> <ul style="list-style-type: none"> I don't think... Have you thought about ___? I disagree with... 	<p>Compare and group materials together, according to whether they are solids, liquids or gases. Activity: Sort empty packaging for a range of household products, such as cleaning liquids, detergents, soap, washing tablets, medicines, bubble bath, shaving foam, aerosols, eye drops, bottled water, juice and mouthwash, into groups of solids, liquids and gases.</p> <p>Activity: Use scientific books, websites and models to research how particles are typically arranged and move in solids, liquids and gases.</p> <p>Activity: Test the rates at which liquids flow (viscosity) down a ramp or sloping piece of guttering. Time how long it takes for five different fluids to reach the bottom. Your selection might include lemonade, oil, double cream, washing up liquid, treacle and ketchup. Decide what to measure and identify the factors that would make it a fair test. Record results using diagrams, tables and charts. Purpose Question: Does a fluid that does not follow Newton's law of viscosity still flow?</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Activity: Use a kettle to investigate what happens when water is boiled. With an adult, pour cold water into a cup, cover with cling film or paper and heat in a microwave. Describe what happens in the heating and cooling water investigation, recording observations in a scientific report with diagrams or photographs.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Key Vocabulary: solid, liquid, gas, evaporation, condensation, particles, temperature, freezing, heating, volume.</p>		
<p>Art Drawing Teach about a range of great designers in history. Activity: Perfume bottles – who designed them, how – take inspiration from.</p> <p>Look at the work of Pierre Dinand – ‘The most celebrated bottle designer in the perfume world’. Explore website: https://www.pierre-dinand.com/ Look into his life – focus on how he became a perfume bottle designer</p> <p>Investigate some of his perfume bottles - shape, design, materials used, colour</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Activity: Draw - Observe range of perfume bottles – shape, function, form. Design own taking from inspiration of others.</p> <p>Key Vocabulary: Focal point, refine, alter, foreground, middle ground, background, hatching, composition, scale, proportion, grades of pencil.</p>	<p>MFL – Spanish Planning through Language Angels. Units: La fonetica Phonics and Pronunciation lessons 1-4</p>	<p>Music Delivered by Junior Jam Classjam Lite Level 1</p> <p>See separate planning</p>	
<p>Computing Computing systems and networks – The internet</p> <p>To locate and open search engines To use key words to find the most relevant answer To analyse the accuracy of the content online To evaluate the reliability of websites</p> <p>Vocabulary: Router, network security server, wireless access point (WAP), web page, download, sharing, ownership, permission information, sharing, accurate, content, adverts</p>	<p>PE Dance Unit 1 – Secret Agent Dance through Trio Dace To create a secret agent solo dance. To develop a trio dance using relationship variations. To create a combat trio. To use gestures to create a secret mission ending. To perform a secret agent dance with precision, control and skill.</p> <p>Swimming and Water Safety. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water based situations.</p> <p>Hockey – Sports Coach Led To be able to accurately make a push and slap pass. To perform a straight dribble to maintain possession. To keep the ball under control.</p>	<p>Geography Map Skills Ordnance Survey Maps Focuses on Ordnance Survey maps and basic map reading skills. After examining a map of the local area and discussing what they can see on it, pupils are taught to read four-figure grid references. They are also introduced to the geographical concept of scale, and map symbols. Describe and understand key aspects of: - Physical Geography – rivers and the water cycle. - Human Geography – types of settlement and land use, economic activity including trade links and distribution of natural resources including food, minerals and water. Enquiry Question: How does a river change from source to mouth?</p> <ol style="list-style-type: none"> How is a river formed? (Physical Geography) What are the key features of a river along its journey to the sea? (Physical Geography) What is the water cycle and why is this cycle important? (Physical Geography) What are the main rivers of the world? (Locational Knowledge) Why are rivers important for life? (Human Geography) 	
<p>PSHE Being me in my world Becoming a Class Team Rights, Responsibilities and Democracy Rewards and Consequences School council elections Building the school vision statement Black History Month Meet My Brain</p>	<p>RE Theme: Buddha's teachings</p> <p>Key Question: Is it possible for everyone to be happy?</p> <p>Religion: Buddhism</p> <p>Disposition: Being Courageous and Confident</p>	<p>Extended/linked reading</p>	

