



Year 4 Summer Term New Curriculum



Term	Summer 1	Summer 2
Main subject and theme	Electricity Science	Sound Science
Suggested questions	<i>Could we live without electricity?</i>	
Objectives covered	See Science objectives below	
SCIENCE	<u>Electricity</u> - 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.	<u>Sound</u> - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from sounds travel through a medium to the ear - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced it - Recognise that sounds get fainter as the distance from the sound source increases.
Links to English:	<u>Working Scientifically</u> Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge	
Links to Maths:	<u>Working Scientifically</u> Gathering, recording, classifying and presenting data in a variety of ways Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Record findings using keys, bar charts, and tables	
ART & DESIGN	<u>Topic- Electricity</u> Sculptor Sayaka Ganz Look at sculptor's work of animals created using wires etc. Observational drawings Create own using pipe cleaners or recycled materials based on animals.	Optional Topic- Electricity Jasper Johns/ Mondrian Create wall paper for soundproof science activity/ use electrical shapes to create work.
D&T		<u>Design:</u> Recognise their designs have to meet intended audience needs. Communicate ideas in different ways – discussion/labelled sketches/lists/ICT. Assemble and rearrange a range of materials and components to model ideas. Sketch/model alternative ideas. Plan a sequence of actions. Consider purpose, appearance and conservation of materials.

		<p>Make: Select from and use a wider range of tools with greater accuracy and control. Use simple cutting, joining, shaping and finishing techniques. Select from and use a wider range of materials and components including construction and textiles according to their functional qualities. Mark out and accurately cut materials using standard measures. Use materials with awareness of conservation</p> <p>Evaluate: Evaluate, disassemble and analyse a range of existing products. Evaluate their products against design criteria (purpose, appearance, conservation of materials) Consider the views of others to improve their work.</p> <p>Technical Knowledge: Investigate and use electrical circuits incorporating switches, bulbs and buzzers. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Torches making a switch.</p>
PE (incl Expressive Arts)		
MUSIC	<p>Activ music scheme 'instrumental'.</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	
COMPUTING	<p>Computer Science –</p> <p>*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>*Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>*Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Espresso coding 4A and 4B</p>	
Links to English books	<p>Electric Storm by Anna Capece</p> <p>Magic School Bus- Electric Field Trip by Joanna Cole</p>	<p>The Pied Piper of Hamelin by Michael Morpurgo</p> <p>The Magic Flute by Kyra Teis</p>