

Science

Electricity

- To identify common appliances that run on electricity.
- To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- To 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
- To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- To recognise some common conductors and insulators, and associate metals with being good conductors

Music

Our bodies

- To perform simple patterns and accompaniments keeping a steady pulse
- To sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.
- To recognise sounds that move by steps and by leaps
- To order sounds to create a beginning, middle and end.
- To choose sounds which create an effect.
- To use symbols to represent sounds.

History

The Roman Empire

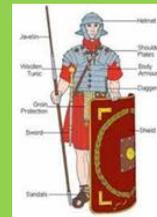
- To recognise that the lives of wealthy people were very different from those of poor people
- To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past
- To plot recent history on a timeline using centuries

Year 4 – Autumn



- **How would you entertain a Roman?**

Hook Lessons: Visit to Verulamium, St. Albans – Roman Feast – Roman Army Battle



DT

Making Torches

Electrical and mechanical components

- To add things to their circuits
- To alter their product after checking it
- To be confident about trying out new and different ideas

RE

Christianity

What is the most significant part of the nativity story for Christians today?

- To discuss whether sacred texts have to be 'true' to help people understand their religion.
- To discover whether the arts help to communicate religious beliefs.
(Believing/Belonging)

Computing

Computers and networks and Photo editing

- To describe how networks physically connect to other networks
- To recognise how networked devices make up the internet
- To outline how websites can be shared via the World Wide Web
- To describe how content can be added and accessed on the World Wide Web
- To recognise how the content of the WWW is created by people
- To evaluate the consequences of unreliable content.
- To explain that digital images can be changed
- To change the composition of an image
- To make good choices when selecting different tools
- To recognise that not all images are real.
- To evaluate how changes can improve an image.

MFL – French

Hobbies and Pets

- To use short phrases to give a personal response.
- To read and understand short texts using familiar language.
- To write 2-3 short sentences on about a pet or hobby.

PE

Tag Rugby

- To practise catching.
- To use hitting, kicking and/or rolling in a game.
- To follow rules

Swimming lessons at Hemel Sports center