

Sparks Might Fly

Learning Journey Showcase

Our learning journey showcase will be an opportunity to share how year four explored all things electricity. The children will take on a range of roles including poets, reporters and speakers. They will share information and research the water cycle and geographical features like rivers and mountains. The children will design and use their own electrical circuits to create a night light. In addition, the children will study painting and printing to create their own pop art. We hope after this showcase, year four will have a solid understanding of electricity and how it has changed our lives forever.

The main **Class Texts and Poems** for this theme are:

Fiction:

Bill's New Frock – Anne Fine

Miss Electricity

Non Fiction:

DK Eye witness - Electricity

Moving Image:

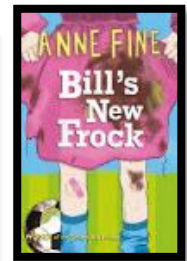
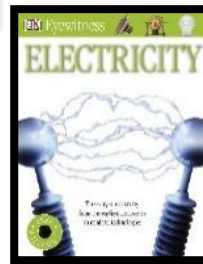
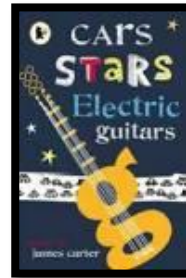
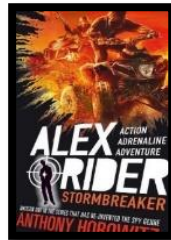
Stormbreaker

Poem:

Anthology- Cars, stars and electric guitars by James Carter

Picture Book

The Whale



During this theme we will develop as

Mathematicians

As mathematicians, the children will focus on:

- Solving measure and money problems
- Shape and symmetry
- Position and direction
- Reasoning with pattern and sequences
- 3-D shapes

We follow the Mathematics Mastery scheme of learning.

Speakers, readers and writers

The children will write a:

- Biography
- letter writing
- Poetry
- Explanations
- Narrative adventure stories
- Letter (informal)

We follow the SpellingShed scheme of learning to develop our spelling knowledge and understanding.

Scientists

As scientists, the children will learn about:

- electricity
- sound

Geographers

As geographers the children will find, compare and learn about:

- rivers & mountains
- the water-cycle
- Use maps to locate the longest rivers in the world
- How mountains are formed

<p><u>Theologians</u> (RE)</p> <p>As theologians the children will discuss:</p> <ul style="list-style-type: none"> • What can we learn from religions about deciding what is right and wrong? <p>What We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>	<p><u>Historians</u></p> <p>As historians, the children will go back in time to find out about:</p> <ul style="list-style-type: none"> • Why were our local castles important? • How they evolved • Where are they located?
<p><u>Linguists</u></p> <p>As French linguists, the children will cover the following units:</p> <ul style="list-style-type: none"> • The Body (H) - <i>(Summer 1)</i> • Sport (I) - <i>(Summer 2)</i> <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages.</p>	<p><u>Citizens</u> (PSHE)</p> <p>The children will begin by looking at the units 'Relationships' and 'Changing Me'. During these units we will think about:</p> <ul style="list-style-type: none"> • Knowing that I am unique • memories of loved ones • getting on and falling Out • Having the skills to make changes in my life • showing appreciation to people and animals • Puberty • Identify changes I can control and changes I cannot. • confidence in change • accepting change • preparing for transition • environmental change <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p> <p>This is not a statutory subject and schools have the flexibility to decide on their own content, based on their context.</p>
<p><u>Artists</u></p> <p>As artists, the children will be focusing on:</p> <ul style="list-style-type: none"> • painting and printing with precision and working in the style of Roy Lichtenstein • mixing colours, shades and tones with increasing confidence • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with increasing confidence. • Work in the style of a selected artist (not copying). • Understand how to create a background using a wash. • Confidentially use both mono and relief printing to create repeating patterns with precision. • Demonstrate experience in fabric printing. • Expand experience in 3 colour printing. • Replicate patterns from observation. 	<p><u>Designers</u> (D&T)</p> <p>As designers, we will create electrical systems. We will create simple circuits and switches. We are going to design a reading light or night light for a person:</p> <ul style="list-style-type: none"> • Researching existing products • Designing our own products • Making their products using a range of tools, materials and equipment • Sharing and evaluating their products
<p><u>Musicians</u></p>	<p><u>Users of technology</u> (Computing)</p>

As musicians, the children will listen to a range of songs, sing and play instruments.
We will focus on the following units:

- Blackbird – 60s pop style
- Reflect, Rewind and Replay – various styles
- The children will be taught the recorder, alongside their other units

We follow the Charanga scheme of learning for music.

As users of technology, the children will learn about:

- writing for different audiences
- effective searching
- animation

We follow the Purple Mash scheme of learning for computing.

Sports people

As athletes the children will focus upon Outdoor Adventure in Summer 1. Our unit is called Decisions. We will learn to:

- Develop some knowledge of orienteering
- Create own course for a partner to follow
- Learn some common map symbols
- Choose and apply strategies to solve problems
- Use a map to travel around a simple course

End Of Unit Celebration Event: Walk around the local area.

For Summer 2 we will focus upon Athletics. Our unit is called Record Breaking. We will learn to:

- Jump for height and distance
- Explore different body positions in flight (Stride, hitch kick, hurdle position)
- Jump hurdles with developing technique
- Communicate clearly with partner and teammates
- Locate some of the major muscles in the body

End of Unit Celebration Event: Sports Day.
We follow the IPEP scheme of learning for PE.

Spiritual, Moral, Social and Cultural (SMSC) citizens

The children will focus on:

- how to be a good British Citizen
- our culture
- our historical past
- Having the skills to make changes in my life
- showing appreciation to people and animals
- Identify changes I can control and changes I cannot.
- accepting change
- preparing for transition
- environmental change
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We follow the JIGSAW scheme of learning for PSHE, which incorporates SMSC.

Some subjects do not link directly to the theme and will therefore be taught discretely.

To develop the children’s understanding of the theme we will hold an electricity workshop

The children will visit Austerfield for a one-night stay.

These are just some of the areas which we will cover when we explore the theme; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child’s learning then please do not hesitate to get in touch with the class teacher.