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| **Year 4 Summer Term**  **All subjects are directly linked to the National Curriculum’s programmes of study.** | | | | |
| **Carlton Explorers** | | | | |
|  | **History/Geography** | **Science** | **Art/DT** | **Music** |
| *National Curriculum objectives and coverage*  Curriculum Enrichment  Local exploration of Carlton to undertake geographical survey  Visit by local historian to inform about changes in the local area. | **Design questions to study about the local area – a local traffic survey**  **Subject Endpoints**  **Skills**  Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’  Use Ordnance survey maps and recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.  Express my opinions on environmental issues and recognise that other people may think differently.  Draw conclusions from the data.  **Knowledge**  Identify local features on a map and begin to use 4 figure grid references, using them to locate and describe local features.  Undertake a geographical survey.  Conduct a geographical investigation.  Use recognised symbols to mark out local areas of interest on my own map.  Choose effective recording and presentation methods e.g. tables to collect data.  Present data in an appropriate way using keys to make data clear.  To use geographical language to identify and explain some aspects of human and physical features and patterns.  Use appropriate geographical vocabulary related to the topic.  To be able to describe places and features using simple geographical vocabulary. | **Electricity**  **Subject endpoints**  **Skills**  **Working scientifically**  Observe patterns, such as bulbs become brighter if more cells are added. Knowing how metals and can conductors of electricity. Knowing that some materials can and some cannot be used to connect across a gap in a circuit.  **Knowledge**  Identify common appliances that run on electricity.  Construct a simple series electrical circuit.  Identify and name a circuits 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.  **Sound**  **Subject Endpoints**  **Skills**  **Working Scientifically**  Ask relevant questions and use different types of scientific enquiries to answer them.  Set up simple practical enquiries, comparative and fair tests.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  Using results to draw simple conclusions.  **Knowledge**  Identify how sounds are made, associating 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. | **Art**    Focus on **Georgia O’Keeffe (Oil Pastel)**    To learn about great artists, architects and designers in history.  To evaluate and analyse art using subject specific vocabulary.  To be able to create different variations of colour using oil pastel.  To be able to mix and blend oil pastels effectively.    **Subject Endpoints**  Learn about great artists.  Develop techniques including the use of materials (using oil pastels effectively).  Improve mastery of techniques including painting/drawing with a range of materials (using oil pastel in a range of ways to replicate Georgia O’Keeffe’s style).  Review and revisit ideas (using previous knowledge of value, colour and form).  To record observations (comment on existing art and experiment with different designs).  **DT**  Let there be light **(electrical systems)**    To be able to explain how key events and individuals in design and technology have helped shape the world.  To be able to make and represent different types of circuits.  To be able to make and use switches.  To be able to develop design criteria and design.  To be able to develop and communicate a design for my light.  To be able to select materials and components to make my light.  To be able to create a well-finished product.  To be able to complete a detailed evaluation of my finished product | **The Beatles and the development of Pop music**  Blackbird – The Beatles. Links to the Civil rights movement.  **Skills**  Listen and Appraise  Understanding of pulse, rhythm, pitch and structure.  Improvisation using the voice and instruments  Composition  Performance  **Knowledge**  Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.  Continue to internalise, understand, feel and know how the dimensions of music work together.  Start to explore the link between sound and symbol.  Continue to sing, learn about singing and vocal health.  Continue to play an instrument in a group/band/ensemble. Continue to explore and create your own responses melodies and rhythms.  Continue to work together to perform to each other and an audience. Discuss/respect/improve your work together. |