

Year group: Year 4 Term: Spring 2

Topic: Potions - Does everyone in the world have enough to drink?

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

Set up a trail of clues to introduce topic.

Key vocabulary: Solid, liquid, gas, acupuncture, anaesthetic, condensation, evaporation, freezing, laudanum, mandrake, matter, melting, morphine, particle, potion, sedate, vapour

PSHE objectives:

Sense enjoyment and fascination when learning about themselves, others and the world around them.

Use imagination and creativity in their learning.

Reflect willingly on their experiences.

Recognise the difference between right and wrong and readily apply this understanding in their lives.

Understand the consequences of their behaviour and actions.

PE objectives:

TBC

Art objectives:

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

Learn about great artists, architects and designers in history.

Catholic Values:

Introduction to INTEGRITY.

Learn about Oscar Romero.

Celebrate Oscar Romero day – 24th March.

CAFOD Walk for water

Science objectives:

Compare and group materials together, according to whether they are solids, liquids or gases.
Set up simple practical enquiries, comparative and fair tests.
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

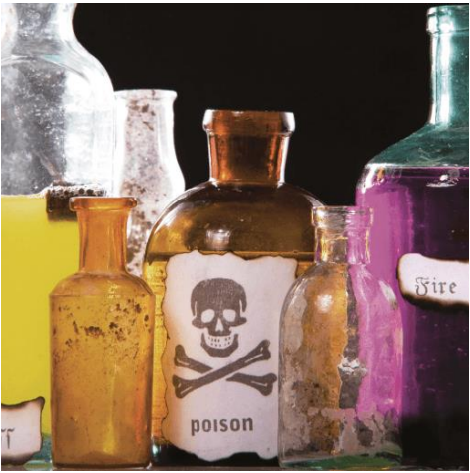
History Objectives: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

RE objectives: Eucharist, Lent / Easter

Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used
Describe with increasing detail and accuracy:
A range of religious beliefs
The life and work of key figures in the history of the People of God
Different roles of people in the local, national and global church
Religious symbols and the steps involved in religious actions and worship
Those actions of believers which arise as a consequence of their beliefs
Make links between:
Beliefs and sources, giving reasons for beliefs
Beliefs and worship, giving reasons for actions and symbols
Beliefs and life, giving reasons for actions and choices
Use a wider range of religious vocabulary
Ask and respond to questions about their own and others' experiences and feelings about each of the area of study, in relation to questions of meaning and purpose
Make links to show how feelings and beliefs affect their behavior and that of others
Use a given source to support a point of view
Express a point of view
Express a preference

Digital literacy:

Using ICT for researching online.
Using Google Meet



Maths objectives:

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

Round decimals with one decimal place to the nearest whole number

Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten

Compare numbers with the same number of decimal

Opportunities for trips / visitors:

Whole class texts: Alice’s Adventures in Wonderland – Lewis Carroll

English objectives:

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Using Google Meet sessions

read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

indicating possession by using the possessive

Languages objectives:

classroom instructions,

ask ‘do you have...’

pencil case nouns,

Design Technology objectives:

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Computing objectives:

Manipulate a range of text, images, sound or video clips and animation for given purposes.

Links to previous topics:

The water cycle (Rivers and Mountains)

PSHE Skills:

Use a range of social skills in different contexts.

Cooperate well with others and be able to resolve conflicts effectively.

PE skills:

History Skills:

Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.

Design Technology skills:

Investigate and identify the design features of a familiar product.

Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.

Links to future topics:

Liquid work link to Blue Abyss topic.

Science experiments with potions linked to yr5/6 material state science

Maths skills:

Recognise, find and use fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominations, (e.g. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ $\frac{1}{16}$ of 12 litres)

Count up and down in tenths and recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10.

Find the effect of dividing a one or two digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundreds.

Recognise and write decimal equivalents of any number of tenths or hundredths.

Art skills:

Develop techniques through experimentation to create different types of art.

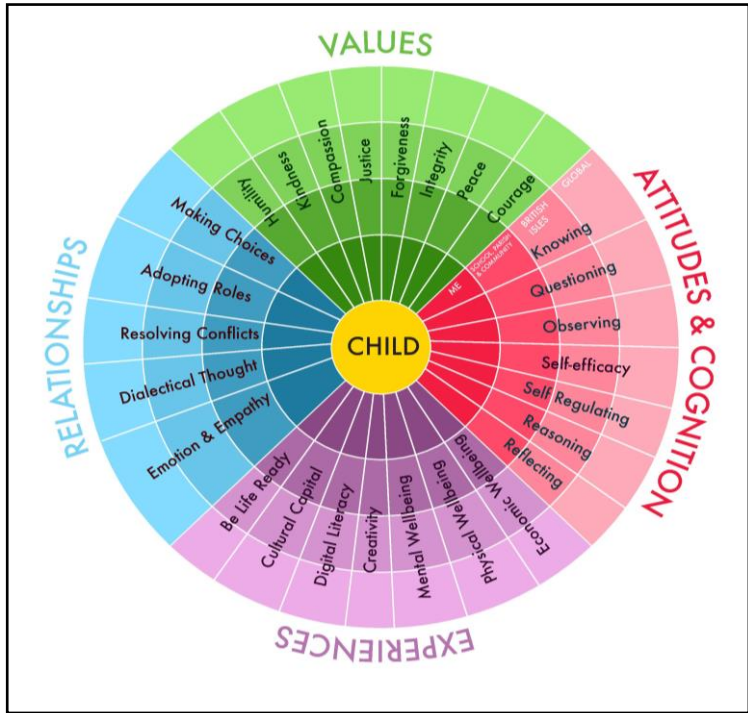
Compare and contrast artwork from different times and cultures.

Computing skills

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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Skills



Science skills:

Set up simple practical enquiries, comparative and fair tests.

Gather, record, classify and present data in a variety of ways to help in answering questions.

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.



Use straightforward scientific evidence to answer questions or to support their findings.

Group and sort materials into solids, liquids or gases.

Take accurate measurements in standard units, using a range of equipment

Languages skills:

Listen, join in and respond; link the spelling, sound and meaning of words; ask and answer questions; read and understand words, phrases and simple texts; read aloud with accurate pronunciation.

Opportunities for home learning / cultural capital

Remote learning

Set homework:

Collect clues to introduce topic.

Daily remote learning

TIMES TABLES – TTRS.

English skills:

Use an **apostrophe** to show **possession**, *Jack's dog*. (with singular and plural nouns).

Use complex **prepositions**, **past**, **through**, **towards**, **under**.

Expand descriptive phrases by using a list. **Silver, speckled, shimmering stars lit up the miserable night sky**.

Ensure that **events** in my story are **related to one another**.

RE skills:

Developing knowledge and understanding

Making links and connections

Specialist vocabulary

Meaning and purpose

Beliefs and values

Use of sources of evidence

Construct arguments

Make judgements