

Autumn – Year 4		Rags to Riches	Street Child Berlie Doherty		
Subject		Objectives	Vocabulary: anchor	Vocabulary: goldilocks	Vocabulary: step on
H u m a n i t i e s	History	<b>The Victorians</b> To understand how the lives of children differ from today and how education was different for both the rich and the poor. To know when Queen Victoria lived and be able to discuss her role. To have an understanding of the impact of the industrial revolution and the change it brought to life in England.	poor/poverty monarchy transport reign factories	era /period industrialisation workhouse legislation manufacturing  cane	mobilisation urbanisation
	Geography	Locate countries in Queen Victoria’s empire using an atlas. Research key information about a country in Queen Victoria’s empire.			
	Languages				
A r t s a n d C u l t u r e	Art and Design	<b>William Morris:</b> Children are able to create original pieces that are influenced by studies of others. Children are able to use basic back and cross stitch. Children are able to recognise the work of William Morris.	floral, influenced	back stitch, cross stitch	nostalgic
	RE (Come and See)	<b>People</b> – Where do I come from? Understanding God’s family. tree. <b>Called</b> - What does it mean to be called and chosen by God. <b>Judaism</b> - To begin to have an understanding of the Jewish Holy book. <b>Gift</b> – What is special about gifts? Understanding how Jesus was a gift from God.	family sibling Holy Spirit Bishop chosen Torah	relations generations sponsor Hebrew Bar/Bat Mitzvah Prophet commitment	ancestors genealogy crozier anointing catechist synagogue commandment
	PSHE	<b>Anti-bullying week</b> Children will be able to discuss who they can talk to when they need support. Children will learn about the value of diversity.	network	diversity	
	Music	<b>Mamma Mia</b> Listen and appraise Learn rhythm and tempos Vocal training.	rhythm vocal	tempo	
S c i e n c e	Science	<b>Electricity</b> 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.	Electricity Circuit Battery – wire – bulb – buzzer Motor – crocodile clip	Appliance Cell Insulator Conductor Component Mains	Hazardous

		<p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Switch – open/closed</p> <p>Wood/rubber/ plastic/glass</p> <p>Metal/water</p> <p>Safety</p>		
	PE				
	Computing	<p><b>Blogs</b></p> <p>Children to use Google Classroom to contribute to a class blog about current learning and facts they have discovered.</p> <p>Children to continue this throughout the year with each topic.</p> <p>Children to discuss the term 'copyright' and can adapt this in their blog.</p>	<p>Blog database</p>	<p>Copyright</p> <p>Blog post</p> <p>Article</p>	<p>Retrieve</p> <p>The Cloud</p>
	DT	<p><b>Design, make, evaluate ladder</b></p> <p>Improve a recipe.</p> <p>Research, design, prepare and cook breakfast.</p> <p>Demonstrate a range of baking techniques – understanding the importance of correct storage and handling of ingredients.</p>	<p>Recipe</p>		