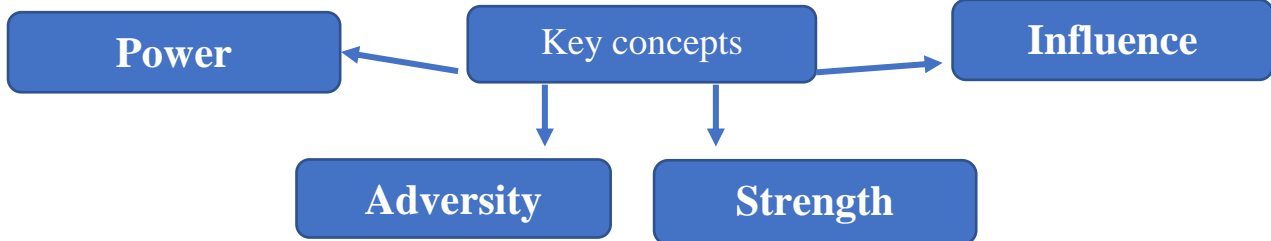


Spring Term Class 4



Enquiry Question: What is power?



Curriculum

Welcome to a wonderful Spring Term at Summercourt Academy - packed full of inspiring learning opportunities, a new project enquiry question and thought provoking discussions that will widen children's understanding of the world around them....

Literacy

- Strength - **Charge of the light brigade** - Poetry analysis, newspaper article and creative writing.
- Adversity - **Rabbits** - Narrative and creative writing.
- Power - Class novel - **The Northern Lights**
- **SPaG** - daily practise
- **Reading comprehension** - variety of activities including ERIC worksheets (Explain, Retrieve, Interpret, Choice)

Maths

- Discover how equivalent fractions have the same proportional relationship between the numerator and denominator, and therefore have the same numerical value. Convert between equivalent fractions and simplify fractions.
- Learn to add and subtract fractions with different denominators by first finding a common denominator. Compare fractions using a range of methods, including converting to a common denominator.
- Explore how to multiply two fractions. Learn how to divide a fraction by a whole number by first converting to an equivalent multiplication. Review how multiplying by a proper fraction makes a number smaller.
- Make connections between fractions and previous work on decimals. Learn common fraction and decimal equivalences. Understand that percentages tell us about the proportion being considered. Find percentages of quantities.
- Number – multiplication and division Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Identify common factors, common multiples and prime numbers. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Use their knowledge of the order of operations to carry out calculations involving the four operations and BODMAS.

Science

- **Light** - recognise that light appears to travel in straight lines ♣ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ♣ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ♣ use the idea that light travels in straight lines
- **Electricity** - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ♣ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ♣ use recognised symbols when representing a simple circuit in a diagram.
- **Forces** - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ♣ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ♣ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Other curriculum areas

Art & DT: to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture ♣ about great artists, architects and designers in history (namely Picasso and cubism investigation)

History: Aspects of power throughout history and questions around why or how power evolved. I.e. Homo sapiens vs other hominids, Viking supremacy, Roman power establishments, Crimean war - power struggle between Britain, France, Russia and Ottoman Empire.

Geography: importance of natural resources and how this impacts 'power'. The power of trade and links and distribution of natural resources. To also understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Computing: use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand the concept of debugging. ♣ 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

Music: ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ use and understand staff and other musical notations

Intended Outcome

Children to learn and develop skills that will enable them to access discussion and prepare them for key issues surrounding their future.

This overview is to be used as a guide:
the learning is flexible at times.

Launch Day

A look at what children consider to be 'power'. Both physical and mental through series of activities.