

<p><b>YEAR 4 – AUTUMN TERM</b> <b>TRANSPORT.</b></p>	<p><b>Science: (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 a lamp will light in a simple series circuit, based on whether 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 a lamp lights in a simple series circuit. *recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Geography</b> *Ask and answer geographical questions about the physical and human characteristics of a location. *Use maps, atlases and digital/computer mapping to locate countries and describe features. *Describe how some locations around the world are changing and explain some of the reasons for change. <b>We will learn how:</b> *To identify key locations and transport routes, focusing on the local area and popular destinations. *To look at the location of international airports and their key features. *Investigating the most popular types of transport in a certain locality and comparing them.</p>	<p><b>History</b> *Use evidence to ask questions and find answers to questions about the past. *Suggest suitable sources of evidence for historical enquiries. *Suggest causes and consequences of some of the main events and changes in history. <b>We will:</b> *Research the impact of key historical figures involved in transport. *Evaluate primary and secondary sources to find out about James Starley and the invention of the bicycle. *Sequence the development of a product's design over time.</p>
<p><b>Design Technology:</b> Design and make a land yacht using wheels, axles and a sail. Investigate the Bloodhound Supersonic Car Project.</p>	<p><b>English:</b> We will be reading a range of texts linked to our study of Transport including 'The Boy Who Biked the World' by Alastair Humphreys, 'Sky Chasers' by Emma Carroll and 'Migration - Incredible Animal Journeys' by Mike Unwin. Writing opportunities will include writing instructions and non-chronological reports, adventure stories and fables. In our daily Reading lessons, we will be developing the skills of summarizing, predicting, retrieving information and developing and broadening vocabulary.</p>	<p><b>Citizenship</b> *Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and reinforced. *Demonstrate an understanding of the importance of respecting different cultures and their traditions. *Consider the rights and responsibilities associated with using transport.</p>	<p><b>Key Questions:</b> *Where have Year 4 families travelled to and from? *Which modes of travel have we used, and which are the most popular destinations and why? *What different types of transport do we have in our local area and why? *Is transport linked to identity? *How has transport changed over time? What effect has this had on human and physical geography?</p>
<p><b>Art:</b> Art Deco style aeroplane art Study of the sketches of Leonardo DaVinci's inventions. Sketch imaginary vehicles in the style of DaVinci.</p>			
<p><b>Computing:</b> Programming Beebots/Roamers to travel around a course. Use coding to create a sprite of Bloodhound SSC and a background of the Hakskeen Pan. Program to travel around.</p>			
<p><b>Cross-Curricular Maths:</b> <b>Statistics</b> · Road Traffic Survey- using tally charts and pictograms/bar charts. <b>Money</b> · Children calculate the cost of travelling to various locations across the world. <b>Time</b> · Children read and interpret bus/ plane timetables. <b>Measures:</b> · Reading maps and interpreting scales to calculate distances</p>			

