

Year 4 Medium Term Outline Planning

DRIVING THEME	Art and DT
Philosophical Question	Imagine if...all intentions were good?
Text Books	<p>The Dish and the Spoon Pobble</p> <p>The true story of the three little pigs (changed from Wolf's story).</p> <p>Poem- The Door Miroslav Holub</p> <p>Class Novel: Fairy Tales by Terry Jones</p>
As Scientists we will: investigate and work scientifically.	<p><u>Sound</u></p> <ul style="list-style-type: none"> ● identify how sounds are made, associating some of them with something vibrating. ● recognises 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. <p><u>Electricity</u></p> <ul style="list-style-type: none"> ● 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. ● 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.

<p>As Artists we will: Develop ideas, take inspiration from the greats and master techniques</p>	<p><u>Exploring & Developing Ideas</u></p> <ul style="list-style-type: none"> • Can select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Can question and make thoughtful observations about starting points and select ideas to use in their work. • Can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p><u>Evaluating & Developing Work</u></p> <ul style="list-style-type: none"> • Can compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Can adapt their work according to their views and describe how they might develop it further. • Can annotate work in a journal. <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Can work from a variety of sources including observation, photographs and digital images. • Can work in a sustained and independent way to create a detailed drawing. • Can develop close observation skills using a variety of view finders. • Can use a journal to collect and develop ideas. • Can identify artists who have worked in a similar way to their own work. • Can use dry media to make different marks, lines, patterns and shapes within a drawing. • Can experiment with wet media to make different marks, lines, patterns, textures and shapes. • Can explore colour mixing and blending techniques with coloured pencils. • Can use different techniques for different purposes i.e. shading, hatching within their own work. • Can start to develop their own style using tonal contrast and mixed media. • Can begin to use simple perspective in their work using a single focal point and horizon. • Can begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Can show an awareness of how paintings are created i.e. composition. <p>Painting</p> <ul style="list-style-type: none"> • Can develop a painting from a drawing. • Can carry out preliminary studies, trying out different media and materials and mixing appropriate colours. • Can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. • Can mix and match colours to create atmosphere and light effects. • Can identify and work with complementary and contrasting colours. <p><u>Art Study- Illustrations</u></p>
<p>As Design Technicians we will:</p>	<p><u>Mechanical/Electrical Systems & ICT</u></p> <ul style="list-style-type: none"> • Can develop vocabulary related to the project.

Design, make, evaluate and improve

- Can use mechanical systems such as gears, pulleys, levers and linkages.
- Can incorporate a circuit into a model and use electrical systems such as switches bulbs and buzzers.
- Can use ICT to control products.
- Can use lolly sticks/card to make levers and linkages to make movement larger or more varied.

Design

- Can develop more than one design or adaptation of an initial design.
- Can plan a sequence of actions to make a product and decide upon tools and materials.
- Can record the plan by drawing using annotated sketches or cross-sectional or exploded diagrams.
- Can propose realistic suggestions as to how they can achieve their design ideas and consider aesthetic qualities

Make

- Can prepare pattern pieces as templates for their design.
- Can cut slots and internal shapes and select from a range of tools for cutting shaping joining and finishing
- Can select from techniques for different parts of the process and select from materials according to their design
- Can plan the stages of the making process and use appropriate finishing techniques.

Evaluate

- Can investigate similar products to the one to be made to give starting points for a design and decide which design...
- Can draw/sketch products to help analyse and understand how products are made.
- Can identify the strengths and weaknesses of their design ideas in relation to purpose/user and consider and...
- Can investigate key events and individuals in Design and Technology.
- Can develop vocabulary related to the project.
- Can use mechanical systems such as gears, pulleys, levers and linkages.
- Can incorporate a circuit into a model and use electrical systems such as switches bulbs and buzzers.
- Can use ICT to control products.
- Can use lolly sticks/card to make levers and linkages to make movement larger or more varied.

Food

- Can develop and analyse sensory vocabulary/knowledge using, smell, taste, texture and feel.
- Can follow instructions/recipes.
- Can make healthy eating choices – use the Eatwell plate.
- Can join and combine a range of ingredients.
- Can explore seasonality of vegetables and fruit.
- Can find out which fruit and vegetables are grown in countries/continents studied in Geography.
- Can develop understanding of how meat/fish are reared/caught.

<p>PSHE</p>	<p>1. <i>Understanding Self & Others</i> 1a. <i>Can recognise their own likes / dislikes, traits and individual preferences.</i> 1b. <i>Can recognise other people's likes / dislikes, traits and preferences.</i></p> <p>2. <i>Working with Others</i> 2a. <i>Can demonstrate that they can work in a pair and a small group.</i></p> <p>3. <i>Speaking & Listening</i> 3a. <i>Can demonstrate active listening skills.</i> 3b. <i>Can speak in front of others.</i></p> <p>4. <i>Negotiation</i> 4a. <i>Can negotiate in small groups.</i> 4b. <i>Can come to a 'consensus'.</i></p> <p>5. <i>Compassion & Empathy</i> 5a. <i>Can demonstrate compassion, empathy and tolerance.</i></p>
<p>As computer experts we will:</p>	<ul style="list-style-type: none"> o 1a. Can design, write and debug programs to accomplish a specific task. o 1b. Can work with various forms of inputs and outputs. o 1c. Can work with sequence, selection and repetition in programs and work with variables. o 1d. Can debug simple programs using logical reasoning to enable them to achieve a specific task. o 2e. Can use email and appropriate online platforms to collaborate on a task. o 3b. Can use ICT to create and perform music for a specific purpose using a range of sound editing and recording software including using repeats. o 3c. Can combine images, sounds and text into a multimedia presentation using traditional and new software. o 3f. Can use hyperlinks to produce a non-linear presentation.

