

## 'Robots' overview – Years 3/4 April 2022 – July 2022

<b>Summer B - Robots</b>				
<b>Subject</b>	<b>Learning questions (Composites)</b>	<b>Components</b>	<b>Vocabulary</b>	<b>Curriculum links</b>
<b>History</b>	<ul style="list-style-type: none"> <li>• What was technology in England and Japan like 100 years ago?</li> <li>• What is technology in England and Japan like now?</li> <li>• How has technology changed the way we live?</li> </ul>	<p>Comparison then and now – collage of items</p> <p>Timeline of advances in technology (item specific eg: phones, computer and AI in cars)</p>	<p>Technology Advances Engineering Revolution Modern Artificial intelligence</p>	<p>To understand the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• What is a tsunami?</li> <li>• Why do tsunamis occur?</li> <li>• How do tsunamis and earthquakes change the landscape and impact human life?</li> <li>• Why do earthquakes occur?</li> <li>• What is an earthquake?</li> <li>• Where do tsunamis and earthquakes occur in the world?</li> </ul>	<p>Location of major tectonic plates</p> <p>Research of a natural disaster and produce an information text (ppt)</p> <p>Survival guide for an earthquake/tsunami</p>	<p>Tsunami Earthquake Pressure Tectonic plates Movement Erosion Displacement Volume Underwater Event Tidal Tremor Richter scale Seismic Trigger</p>	<p>To understand key aspects of physical geography including tsunamis and earthquakes.</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>• What is a simple circuit?</li> <li>• What do we use in our everyday life that uses electricity?</li> <li>• What is a switch?</li> <li>• What are conductors and insulators?</li> <li>• Why do magnets attract or repel?</li> </ul>	<p>Make a simple electrical circuit including switches, bulbs and buzzers and identify when a circuit is complete</p> <p>Test a range of conductors and insulators within a circuit</p> <p>Compare and group materials based on their magnetic properties</p> <p>Investigate poles of magnets looking at repulsion and attraction</p>	<p>Electricity Conductor Insulator Pole Attract Repel Appliance Bulb Cell Battery Circuit Parallel Switch</p>	<p>To identify common electrical appliances, construct a simple circuit, understand a switch and conductors and insulators. (Year 4)</p> <p>To predict and observe how/if magnets will attract or repel, understand about poles, magnetic materials and know that magnets can act at a distance.</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>• What techniques can you create using pastels?</li> </ul>	<p>Explore the different techniques of pastels</p> <p>Re produce the great wave using pastels</p>	<p>Outline Under painting Blending</p>	<p>To be taught about great artists, architects and designers in history,</p>

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	<ul style="list-style-type: none"> <li>How is Japanese architecture unique to Japan?</li> <li>Where did Eric Joyner get his inspiration from?</li> </ul>	<p>Create an Eric Joyner inspired piece</p> <p>Architect study of Kengo Kuma (<a href="https://www.architectmagazine.com/design/an-earthquake-resistant-building-made-with-carbon-fabric_o">https://www.architectmagazine.com/design/an-earthquake-resistant-building-made-with-carbon-fabric_o</a>)</p>	<p>Layering Sgraffito Wash Heavy pressure bledning Light pressure blending Colour mixing Stippling Scumbling Tint Shade</p>	<p>Hokusais great wave – pastel, Eric Joyner – pastels</p>
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>How do electrical products work?</li> <li>What are the key features and components?</li> <li>How does a switch work?</li> <li>What materials have been used and why?</li> <li>How is it suited to its intended user and purpose</li> </ul>	<p>Design, make and programme a noise making toy (Projects on a page)</p>	<p>Series circuit Fault Connection Tog/switch Push to make switch Push to break switch Control Programme System Input device Output device</p>	<p>To understand and use electrical systems in their products</p> <p>To apply their understanding of computing to program, monitor and control their products</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Can a picture move?</li> <li>What is flip book animation?</li> <li>Can I make a story through animation?</li> <li>Can I create consistency within stop-frame animation?</li> </ul>	<p>Produce a short animated clip</p> <p>NCCE computing - creating media – animation</p>	<p>Animation Sequence Flip book Stop-frame Storyboard Onion skinning Evaluate</p>	<p>Animation - select, use and combine different software to accomplish given goals (collecting, analysing, evaluating and presenting data)</p>
<b>Religious Education</b>	<p>2.5 Why do Christians call the day Jesus died 'Good Friday?'</p>	<p>Create an emotion graph for Mary for the week Jesus died</p> <p>Find out the key events local Churches do to celebrate Easter</p> <p>Design a birthday card for the Church</p>	<p>Mary Jesus Good Friday Holy week Palm Sunday Easter Sunday Crucifixion Resurrection King</p>	<p>Devon SACRE</p>

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	2.6 For Christians what was the impact of Pentecost?	Order the story of Pentecost	Resurrection Kingdom Holy spirit Jesus Pentecost Disciples Followers	
PSHE	<p><b><u>Cycle safety:</u></b></p> <ul style="list-style-type: none"> <li>• What are the rules for cycling on the road?</li> <li>• How do we stay safe cycling on the road?</li> </ul> <p><b><u>Appropriate touch:</u></b></p> <ul style="list-style-type: none"> <li>• What is appropriate touch?</li> <li>• Who can we talk to if we are worried about inappropriate touch?</li> </ul>			<p>One decision – keeping staying safe – cycle safety</p> <p>One decision – growing and changing – appropriate touch</p>
MFL	Fortnightly sessions taught by a language specialist from Pilton community college – Spanish			
PE	<p><b><u>Half Term 1</u></b></p> <p><b><u>Striking and fielding</u></b></p> <p>Throw and catch with control and accuracy using a small ball.</p> <ul style="list-style-type: none"> <li>• Throw overarm for distance with increasing accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Cover the court as a team.</li> <li>• Determine when to run on or stop at a base.</li> <li>• Lead others and act as a respectful team member.</li> </ul> <p><b><u>Tennis</u></b></p> <p>Strike a ball with control.</p> <ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Catch a small ball thrown from a partner.</li> <li>• Send and receive a ball to a partner.</li> </ul>		<p><b><u>Half Term 2</u></b></p> <p><b><u>Invasion games:</u></b></p> <p>This unit will be planned at the time of teaching in response to gaps in learning/upcoming competitions</p> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Sprint over short distances - movement of arms, legs and upper body</li> <li>• Spring over short distances showing control of acceleration and deceleration</li> <li>• Throw overarm to achieve a maximum distance/distance within a marked zone</li> <li>• Throw underarm with accuracy to hit a target</li> <li>• Run steadily over a long distance (pacing/sustaining energy)</li> <li>• Jump in a number of ways showing control over the landing</li> </ul>	

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	<ul style="list-style-type: none"><li>• Change direction quickly.</li><li>• See court spaces, including long and short.</li></ul>		
<b>Music</b>	Charanga- blackbird		
<b>Experiences</b>	We the curious		