

## Homework Information

Your child will be earning BEST points for completing their homework or achieving high marks in their spelling tests. There are five aspects to the homework.

### Maths and English

Your child is given maths and english homework weekly which is connected to what they are learning in lessons. At times, this work needs to be done in your child's homework book or other tasks may be set. Instructions are given every Friday and homework is collected on Tuesday.

### Topic

Topic homework is set at the start of term and children are presented with a variety of topic related tasks to choose from. One should be completed weekly. Please see the homework sheet for the appropriate topic to find these tasks. This work is also collected and checked on Tuesdays.

### Spellings

Children have been given spelling log books, where they keep spellings that they need to know. These key spellings will be tested on a regular basis, therefore please ensure your child has learned them. The reading record also has year appropriate words that children need to know by the end of the year.

### Reading

Your child takes home a reading book which is banded with a colour appropriate to their reading level. Please read with your child at home every day when possible and sign their reading record. Please ensure your child has their reading book and reading record in school every day, as this will also be checked.

## Modern Europe



## Year 4

**Science**

**Electricity (link to Design Technology)**

Pupils should be taught to:

- 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.

**States of Matter**

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius

(°C)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Geography (study the place in the UK e.g. Peak district)**

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on **Europe** (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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**
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- physical geography, including: **climate zones**, biomes and vegetation belts (Mediterranean), rivers, **mountains (in Europe)**, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**DT Project 1: Focus: Electrics (Electricity in Science).**

**Famous Landmark**

**Design Technology**

When designing and making, pupils should be taught to:

**Design**

use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

investigate and analyse a range of existing products  
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

- apply their understanding of computing to program, monitor and control their products.

**Music**

**Focus: Music in Europe, Composers, Musicians, traditional music**

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from **different traditions** and from great composers and musicians.
- develop an understanding of the history of music.

**A cultural tour of Europe**

**Art**

**Focus:** Drawing, Painting, Collage (link to European artists e.g. Monet, Gaudi, Miro etc.)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books 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 with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

**History**

Pupils should develop historical skills to understand aspects of history in Europe through the ages and key buildings/famous people