The Circus!

Year 4

Summer 2 Curriculum Overview 2022-23

As writers we will:

Learn how to create a balanced argument. Students will be linking this to their circus topic and the use of animals in their performances. The questions posed will be 'Should animals in National park be fed?'. Students will write super sentences throughout this unit to learn how to write effective sentences to use in a balanced argument. Once students have learnt how to create a balanced argument, they will write one about the questions, 'Should animals be part of the circus?'.

As Historians we will:

- Learn about the origin of the circus
- Explore how the circus has evolved over the course of the last hundred years

As Geographers we will:

- Analyse the movement of the travelling circus and think about where they would visit and why
- Use maps and an atlas to track the movement of a circus and look at the transport they use
- Learn about the different circuses around the world.

As Artists we will:

Students are going to get inspiration by Kandinsky art work and create their own collage piece using coloured papers

As Scientists we will:

- 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.

As HPL learners we will…

We will show originality and create our model circus tents which contain an electrical componenet

We will analyse the history of the circus and think about how it has evolved, thinking carefully about the evolution of the circus.

We will try to empathise with the feelings of animals and think about how they are feeling and if its fair to force them to perform.

We will link our knowledge of the circus with a range of other subjects including English and Science.

In this unit, we will be learning all about the travelling circus. Students will be immersed in the circus world and learn all about it origins and how it has evolved to become what it is today. Students will specifically look at the travelling circus and think about the locations and transport they elected to use. During geography sessions, students will look at land use in cities to analyse where the circus would have historically set up their tent.

In English, students will combine the topic with their learning of balanced arguments to think carefully about the use of animals in shows. They will create a balanced argument outlining the positives and negatives of their inclusion in shows.

In Science, they will be studying electricity and having a lot of hands on, enquiry based lessons to explore electrical component and build circuits. They will also combine this learning with the overall topic by creating their own model circus tent which will include at least one electrical component.

In this topic, we want to find out:

Where and when was the circus invented?

Who created the first circus?

How did the different acts, such as juggling, within the circus come about?

GFS Curriculum Drivers linked to the National Agenda		
Enterprise and Innovation	**Eco and Environment**	**Inclusive Communities**
Create a model circus tent that involves at least one element of electricity. This will use our knowledge and skills developed during Science lessons.	What impact does the circus have on the environment? Is it a sustainable show? Are there any circuses out there that are sustainable?	Involve the whole GFS community to take part in a range of our different circus themed activities.

As readers we will:

Use the Reading Rainbow **FANTASTICs** to:

- Explore and discuss the main ideas in a text.
- Consider senses to understand a text further. Use the Reading Rainbow **ANALYTICs** to:
- Show an understanding of a text.
- Consider specific details of a text, such as setting, characters and themes.

Use the Reading Rainbow **STYLISTICS** to:

- Show confidence analysing and discussing the deeper meanings of a text.
- Infer why a character might feel a certain way. • Sharing opinions based on evidence from the text.

As Mathematicians we will:

- Draw and interpret a range of graphs and charts
- Learn about a range of shapes including quadrilaterals
- Classify triangles
- Learn about the different types of angles
- Find lines of symmetry
- Describe co-ordinates on a grid
- Measure and convert units of time
- Read and understand a timetable and calculate lengths of time

As Citizens' of the UAE we will:

- Look at whether the circus plays a part in UAE culture and think about what circuses are here today. We will look closely at La Perla which is here in Dubai!

Opportunities for Enrichment	
School	**Home**
We will have a circus themed day which will allow students to immerse themselves into the world of circus performing.	Students will be encouraged to learn some circus acts at home including learning to juggle using three balls.