Year 4 Spring Term Overview

English:



Reading:
Varjack Paw
The boy at the back of the class

Writing:
Stories from Other Cultures
Persuasive Writing- Adverts
Explanatory Texts
Third Person Adventure Stories
Poems Which Explore Form

Grammar and punctuation:

Simple past tense, Fronted adverbials, expanded noun phrase, metaphor, simile present participle
Superlative, rhetorical question, adverb, past simple tense, subordinate clause, personification, haiku, cinquain.

Revision of full stops, capital letters. Introduce fronted adverbials, punctuating direct speech, indicating possession by using the possessive apostrophe with plural nouns. Develop knowledge of noun phrases and use of appropriate pronouns. Indicating possession by using the possessive apostrophe with plural nouns; developing the use of expanded noun phrases; revision of using commas after fronted adverbials and punctuating direct speech: e.g. Use of inverted commas and other punctuation to indicate direct speech.

Maths:

Multiplication and Division
Multiplying by multiples of 10 and 100. Dividing by multiples of 10 and 100. Multiplying by 0 and 1. Dividing by 1. Multiplying and dividing by 6. 6 times table and division facts. Multiplying and dividing by 9. 9 times table and division facts. Multiplying and dividing by 7. 7 times table and division facts.11 and 12 times tables. Multiply 3 numbers. Factor pairs. Written methods of multiplication and division.

Measurement –length and perimeter
Measure in km and m, find equivalent lengths, perimeter on a grid, perimeter of rectangles, perimeter of rectilinear shapes, missing lengths in rectilinear shapes, perimeter of regular polygons, perimeter of polygons

Fractions
Fractions as mixed numbers and improper fractions, Equivalent fractions on a number line, Equivalent fraction families, add fractions, add and subtract fractions including mixed numbers.

Decimals
Recognise tenths and hundredths as fractions and decimals. Show tenths and hundredths on place value grids and number lines.
Divide 1- and 2-digit numbers by 10 and 100.



Science:

Animals including humans



Learning questions
What teeth do humans have?
What do they do?
How do our teeth and mouth help with digestion?
What's the process?
Can teeth tell us what animals eat?
What are the parts of the digestive system?
How does digestion work?
What's the process?
How does digestion work?
What's the process?
What are food chains?
How do they work?
How do I construct and interpret a food chain?



Summary:
Learning question
How are teeth, digestion and food chains connected?



Useful Information for Parents:

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Reading: Children are expected to read daily and record this in their reading records. Reading books and records need to be in school every day.
Spellings: Weekly homework on sounds linked to class spelling lessons.
Useful websites: TT Rockstars, Hit the Button, Maths frame, Curriculum visions and Sumdog are websites you can access for extra activities.

Trips: TBC

Art and Design:

<u>Printmaking and textiles:</u> In this block, pupils will respond to the traditional designs of kente cloth. They will create a range of surfaces, combining colour, texture and pattern. Pupils will explore the symbolic significance of colour.



<u>3D and collage:</u> In this block, pupils will explore proportion and scale by creating images of the human form. They will also use shape and colour to create the illusion of movement.





Languages (French):



Children will:

Refer and name items to take on a day trip

Build sentences using new nouns

Use negative form ' to have'

Role play a family tip

Read and translate the sequence of events in a school day

Construct simple sentences

Use the verb etre (to be)

Use the verb aimer (to like)

Computing (including e-safety):

<u>E-safety</u>

Online relationships

<u>Programme Debugging:</u>

Recognise an error in a program and debug it so that it works.
Understand that algorithms (step by step instructions) will help me to solve problems.
Test and retest a program whilst it is being developed (using my prediction skills of what MIGHT work)**.**

E-safety: Online Reputation

To describe how to find out information about others by searching online.
To explain ways that some of the information about anyone online could have been created, copied or shared by others.

Computer Science: Programming

To use IF THEN ELSE commands to control what happens.
To develop the use of count-controlled loops in a different programming environment

Music:

Ukulele tuition and singing



Holding ukulele correctly
Strumming
Understanding what a chord is
Playing C, F, Am and C7 chords
Reading chord notation
Beat, Rhythm and melody

Continue Ukulele Tuition.

Continue to play chords including G and Dm to accompany increasingly complex songs
Understand how to read chord diagrams
Melody making, reading TAB notation.
Prepare for performance for parents

Design Technology:

Textiles: In this block, pupils will learn how to sew a button onto fabric. They will identify the different functions of fastenings and reflect on the advantages or disadvantages of using certain fasteners. They will also create a solution to the problem of a towel slipping off a hook.

PE:

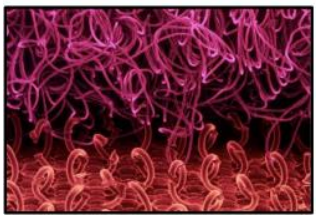
Invasion Games



<u>Netball</u>

Introducing positions and rules (high-five). Using shooting, footwork and marking techniques.

- Protecting the ball
- Shooting techniques
- One-to-one marking



Structures: In this block, pupils will explore which shapes can be used to provide stability in structures. They will use a range of materials to investigate 3D shapes and in Lesson 3 they will collaborate on a class geodesic Roma Agrawal (born 1983) dome structure.



- Pivot
- Quick feet
- Preliminary moves

Basketball

Skills such as dripping, shooting, throwing, handling. Footwork and marking skills.

- Applying pressure
- Change direction
- Marking
- Bounce pass
- Jump shot
- Passing and moving

Outdoor adventurous

Orienteering

Working in a team to solve problems. Use maps, compasses and symbols.

- Problem solving task
- Shapes task
- Cardinal points of a compass
- Orienteering under time pressure
- Partner work to follow a map
- Common map symbols and keys

Gymnastics

Using weight on different body parts. Developing a range of body actions and shapes within a sequence. Defining muscle groups needed to support the core.

- Performing weighted bunny hops (balance/control)
- An arabesque balance and over shoulder roll
- Core muscles for stability
- Transitions between front and side support
- Controlled shoulder stands
- Smooth transitions

Dance

Dancing to show a theme

- Communicate a theme through dance actions
- Use dynamics and formation to tell a story
- Use space, floor, travelling in a dance
- Choreography skills
- Small groups and contact movement]
- Peer evaluations

Physical/metal health and wellbeing

Daily mile

Humanities

Geography:

The water cycle

Learning questions:

What is the water cycle?

How does the water cycle work?

What effects the water?

PSHE:

Keeping safe and managing risk

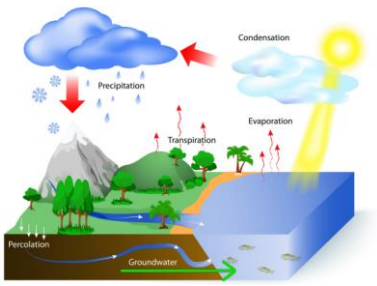
Staying safe when playing computer games.

Staying safe near roads, rail, water, building sites and around fireworks.

What to do in an emergency.

Emergency first aid procedures.

RSE



Latitude and longitude

Learning question:

What are lines of latitude?

What are lines of longitude?

How do lines of latitude and longitude tell us what the location is like?

How can you find exact locations around the world?

What are time zones and how do they affect us?

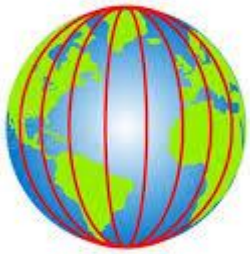
How does day and night occur?

Exactly where in the world are Egypt and Greece?

What time zones are they in?

What are their climates like?





History:

Anglo-Saxons

Learning question

Why did the Anglo-Saxons come to Britain?

Where did the Anglo-Saxons come from?

What was life like for Anglo-Saxons in Britain?

What kingdoms were formed by the Anglo-Saxons?

How do we know about the Anglo-Saxons?

How did religion influence the Anglo-Saxons?

How do we know this?

Puberty

Emotions and feelings

RE

Religion: Judaism

Theme: Passover

Key question: How important is it for Jewish people to do what God asks of them?

Do religious people lead better lives?

Is religion the most important influence and inspiration in everyone's life?



Learning objective: We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.

Religion: Christianity

Theme: Easter

Key question: Is forgiveness always possible?

Do religious people lead better lives?

Do all religious beliefs influence people to behave well towards others?

Learning objective: We are learning to understand how Jesus' life, death and resurrection teaches Chirstians about forgiveness.

