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| Year 4: Spring Term (*First Half*) | | |
| **English**   * discuss words & phrases that capture the imagination * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say * recognise a variety of forms of poetry * identify & summarise ideas * use VIPERS to ask and answer questions about texts * plan writing based on familiar forms * organise writing into paragraphs * evaluate own and others’ writing * write narratives with a clear beginning, middle and end with a clear plot * create detailed settings, characters and plot * use a variety of sentence types (taught as ‘blue sentences’ to add interest and detail * use inverted commas to punctuate direct speech * choose pronouns or nouns appropriately within a sentence to avoid ambiguity (verb, person sentences) * spelling – prefix au-, suffixes –sion, -ssion, -cian, adverbs of manner, challenge words | **PSHE / Jigsaw**  **“Dreams and Goals”**   * accept that hopes and dreams don’t always come true * know how to make a new plan and set new goals even when I have been disappointed * identify what resilience is * identify the feeling of disappointment and suggest ways to cope with it   Jigsaw PSHE on Twitter: &quot;Don&#39;t forget to send us images from your  #JigsawAssemblies! #JigsawPSHETweetoftheWeek #JigsawPSHE #PSHE  #mindfulness… &quot; | Color Image of Cartoon Watercolor Paint with Brush on White Background ...**Art**  **Painting:**     * understand the term ‘still life’ * observe, analyse and comment on still life paintings from different time periods, expressing preferences using art terminology * know that using lighter and darker tints and shades of a colour can create a 3D effect * observe colour and suggest why it has been used * explore different brush strokes and why / when they might be used * use a range of brushes to create different effects. * create all the colours needed to create mood in still life painting. * know how to create texture. * know and can explain: Colour mix/ colour match/ warm and cool colours/ hue/ tertiary colours * discuss how they are influenced by the work of other artists |
| Free Math Clip Art by Phillip Martin**Maths**   * multiply 2 and 3 digit   numbers by a 1 digit number using  the formal written method   * multiply 3 numbers * multiply by 1 and 0 * know and use division facts linked to times tables * apply multiplication and division facts to problem solving | **RE**  **Salvation: Why do Christians call the day that Jesus died “Good Friday”?**  • know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.  • say what each event of Holy week means for Christians today including Palm Sunday, the Last Supper, Judas’ betrayal, Peter’s denial, the Crucifixion and the Resurrection.  • know that most Christians believe that Jesus rose from the dead and so is alive today.  • know that for some Christians today, standing up for your faith can risk ridicule and even persecution.  • use knowledge built through this and previous units as well as collective worship to explain why Christians call this Good Friday. | **Design Technology** |
| **Science (Living Things)**   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * construct and interpret a variety of food chains, naming producers, predators and prey * Free Food Chain Cliparts, Download Free Food Chain Cliparts png images ...recognise that environments can change and that this can sometimes pose dangers to living things. | **Geography: How is the USA similar to/ different from the UK?**[Continents Clip Art by Phillip Martin, Map Skills](https://www.google.co.uk/url?sa=i&url=http://continents.phillipmartin.info/geo_mapskills.htm&psig=AOvVaw329HGiE_a2H1s4ioE_b99A&ust=1627115966533000&source=images&cd=vfe&ved=0CAoQjRxqFwoTCOCfi7zl-PECFQAAAAAdAAAAABAD)   * explain what places are like using maps, offering reasons for some of my observations and judgements * use a variety of maps of different scale to locate places * identify the position and significance of Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle * use maps and atlases to locate North America and the countries within it * locate the USA and know that it is formed of states, naming some of these * know the significance of the Prime Greenwich meridian and that there are different time zones across the USA/World * make more detailed comparisons of human and physical geography between the USA and the UK, including climate zones and biomes | **Music (Kapow – Rock’n’Roll)**  • perform the hand jive hand actions in sequence and in time with the music  • sing in tune and perform their actions in time.  • play the notes of the walking bass in the correct sequence  • independently play their part with some awareness of the other performers  Clip Art And Vector Download - Rock And Roll Png , Free Transparent ... |
| **Computing (Programming)**   * develop the use of count-controlled loops in a different programming environment * explain that in programming there are infinite loops and count controlled loops * develop a design which includes two or more loops which run at the same time * modify an infinite loop in a given program * design a project that includes repetition * create a project that includes repetition | **History** | **PE**C:\Users\cmaple\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A9052EE2.tmp  **Netball**   * defend one on one, and know when to win the ball. * move to a space to help the team to keep possession and score goals. * pass, receive and shoot the ball with increasing control. * use simple tactics to help the team score or gain possession. * communicate with teammates to apply simple tactics.   **Fitness**  • explain what happens to the body with exercise  • provide feedback using key terminology  • I can show balance when sprinting, and changing direction at speed |
| **French**   * further develop knowledge of Paris and its large parks and gardens. * understand that in French, nouns can be either masculine or feminine and that this is known as the gender. Determiners in French must match the gender. * know a range of common animal nouns, both masculine and feminine, such as *un canard, un renard, une abeille and une baleine* * know an increasing range of sentence starters (fronted adverbials), such as *dans la mer, dans le jardin, dans les bois, à Paris, à Londres.* |
| Year 4: Spring Term (*Second Half*) | | |
| **English**   * Discuss words & phrases that capture the imagination * Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say * Recognise a variety of forms of poetry * Identify & summarise ideas * Use VIPERS to ask and answer questions about texts * Plan writing based on familiar forms * Organise writing into paragraphs * Use simple organisational devices * Vary sentence openers * Use fronted adverbials with commas * Evaluate own and others’ writing * Spelling – The /s/ sound spelled /c/, the sol, real , phon and sign word families, Prefixes: super-, anti-, auto-, bi | **PSHE / Jigsaw**  **Healthy Me**   * know some ways to resist if people are putting pressure on * explain the facts about smoking and its effects on health * explain the facts about alcohol and its effects on health * identify the feelings of anxiety and fear associated with peer pressure   Jigsaw PSHE on Twitter: &quot;Don&#39;t forget to send us images from your  #JigsawAssemblies! #JigsawPSHETweetoftheWeek #JigsawPSHE #PSHE  #mindfulness… &quot; | **Art** |
| **Maths**   * Recognise and show, using diagrams, families of common equivalent fractions. * Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by ten. * Solve problem involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. * Add and subtract fractions with the same denominator. * Recognise and write decimal equivalents of any number of tenths or hundredths. * Recognise and write decimal equivalents to ½ ¼ ¾ * Find the effect of dividing a one or two digit number by ten and one hundred identifying the value of the digits in the answer as ones, tenths and hundredths. * Round decimals with one decimal place to the nearest whole number. * Compare numbers with the same number of decimal places up to two decimal places. * Solve simple measure and money problems involving fractions and decimals to two decimal places. | **RE**  **Islam: What do Muslims believe?**  **•** explain that Islam is a world religion and recognise the symbol of Islam.  • know the people who follow Islam are called Muslims.  • know that Allah is the Islamic name for God, and that in the Islamic religion he has 99 names.  • recall some key facts about Muhammed and how the Qu’ran was created and should be treated.  Symbol of Islam Star crescent icon 639255 Vector Art at Vecteezy• identify the 5 pillars of Islam and how they affect the daily life of Muslims, comparing this to own experience. | **Design Technology (Soup Making)**   * explain what ACCESS FM stands for * explain the importance of washing hands before food preparation * explain the importance of using a sharp knife carefully * explain the importance of using a chopping board when cutting. * explain the importance of safety when using a hob. * explain what a blender is used for and the importance of safety when using it. * create a list of ingredients for my soup as well as a list of instructions to follow. * write an evaluation using the agreed elements Cost, Customer & safety when judging the success of the soup. |
| **Science (Animals including humans)**   * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and what they do   Digestive System Clipart at GetDrawings | Free download | **Geography** | **Music (Production – SuperStan!)**   * sing in tune and perform their actions in time * play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression   [Music notes musical clip art free music note clipart image 1 3 | Notes  clipart, Music notes art, Free clip art](https://www.google.co.uk/url?sa=i&url=https://www.pinterest.com/pin/841188036625842594/&psig=AOvVaw1icL6FUTiTuMpg5rq7CHWY&ust=1627115735895000&source=images&cd=vfe&ved=0CAoQjRxqFwoTCLikws7k-PECFQAAAAAdAAAAABAD) |
| **French**   * use the verb *je vois* to answer questions about what animals can be seen. * use speaking frames to create simple spoken sentences using several word types. * use writing frames to create simple written sentences using several word types. * recognise and spell colour adjectives accurately. * recognise the grapheme ‘oi’, and know how to pronounce it in English – as in oil, boil and soil, and in French – as in *poisson, bois, trois* and *étoile* * know that a cognate is a word in one language that is related in origin to a word in another language. |
| **Computing (Photo Editing)**   * explain that digital images can be changed * change the composition of an image * describe how images can be changed for different uses * make good choices when selecting different tools * recognise that not all images are real * evaluate how changes can improve an image | **History – Anglo-Saxon England**  Children know that:   * Britain was made up of a number of independent kingdoms. * Movement of tribes – Angles, Jutes and Saxons first raiding, then settling. * Tribes came because they wanted farm land that didn’t flood. * The Tribes living/settling in England after the Romans left in 476CE: Anglo-Saxons, Celts and Scots * Anglo-Saxons arrived Pagan but converted to Christianity. * People mainly lived in small farming settlements/communities. * Place names gave an indication of who had invaded different areas. * There are differences in the language used during the medieval period and that used in modern Britain. * There are differences between Romano-British and Anglo-Saxon houses, which impacted on the daily life of the people living in them. | **PE**  **Tennis:**   * return to the ready position to defend the court. * sometimes play a continuous game. * use a range of basic racket skills.   **OAA:**  **•** accurately follow and give instructions.  • confidently communicate ideas and listen to others.  • identify key symbols on a map and use a key to navigate around a grid. |