

## Year 4: Spring Term (First Half)

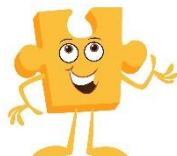
### English

- 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



### 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

### 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

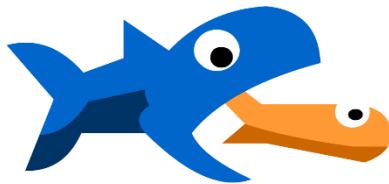
#### Salvation: Why do Christians call the day that Jesus died "Good Friday"?

- 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
- 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?



- 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

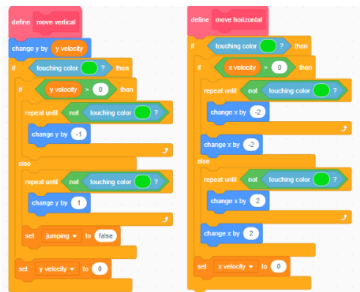
### Music (Kapow – Rock'n'Roll)

- 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



### 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

#### French

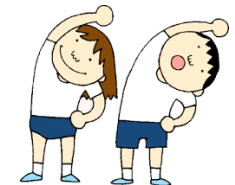


- further develop knowledge of Paris and its large parks and gardens.
- understand that in French, nouns can be either masculine or feminine and that this is known as the gender. Determiners in French must match the gender.
- know a range of common animal nouns, both masculine and feminine, such as *un 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*.

### PE

#### Netball

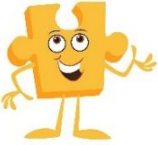
- defend one on one, and know when to win the ball.
- move to a space to help the team to keep possession and score goals.
- pass, receive and shoot the ball with increasing control.
- use simple tactics to help the team score or gain possession.
- communicate with teammates to apply simple tactics.

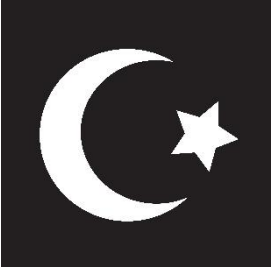
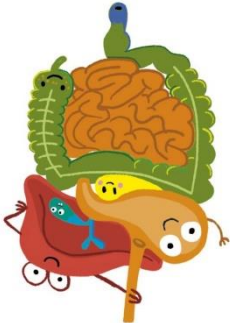



#### Fitness

- explain what happens to the body with exercise
- provide feedback using key terminology
- I can show balance when sprinting, and changing direction at speed

## Year 4: Spring Term (Second Half)

English	PSHE / Jigsaw	Art
<ul style="list-style-type: none"> <li>• Discuss words &amp; phrases that capture the imagination</li> <li>• 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</li> <li>• Recognise a variety of forms of poetry</li> <li>• Identify &amp; summarise ideas</li> <li>• Use VIPERS to ask and answer questions about texts</li> <li>• Plan writing based on familiar forms</li> <li>• Organise writing into paragraphs</li> <li>• Use simple organisational devices</li> <li>• Vary sentence openers</li> <li>• Use fronted adverbials with commas</li> <li>• Evaluate own and others' writing</li> <li>• Spelling – The /s/ sound spelled /c/, the sol, real, phon and sign word families, Prefixes: super-, anti-, auto-, bi</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• know some ways to resist if people are putting pressure on</li> <li>• explain the facts about smoking and its effects on health</li> <li>• explain the facts about alcohol and its effects on health</li> <li>• identify the feelings of anxiety and fear associated with peer pressure</li> </ul> 	
Maths	RE	Design Technology (Soup Making)
<ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by ten.</li> <li>• 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.</li> <li>• Add and subtract fractions with the same denominator.</li> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>• Recognise and write decimal equivalents to <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> <math>\frac{3}{4}</math></li> <li>• 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.</li> <li>• Round decimals with one decimal place to the nearest whole number.</li> <li>• Compare numbers with the same number of decimal places up to two decimal places.</li> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	<p><b>Islam: What do Muslims believe?</b></p> <ul style="list-style-type: none"> <li>• explain that Islam is a world religion and recognise the symbol of Islam.</li> <li>• know the people who follow Islam are called Muslims.</li> <li>• know that Allah is the Islamic name for God, and that in the Islamic religion he has 99 names.</li> <li>• recall some key facts about Muhammed and how the Qu'ran was created and should be treated.</li> </ul>	<ul style="list-style-type: none"> <li>• explain what ACCESS FM stands for</li> <li>• explain the importance of washing hands before food preparation</li> <li>• explain the importance of using a sharp knife carefully</li> <li>• explain the importance of using a chopping board when cutting.</li> <li>• explain the importance of safety when using a hob.</li> <li>• explain what a blender is used for and the importance of safety when using it.</li> <li>• create a list of ingredients for my soup as well as a list of instructions to follow.</li> <li>• write an evaluation using the agreed elements Cost, Customer &amp; safety when judging the success of the soup.</li> </ul>

	<ul style="list-style-type: none"> <li>identify the 5 pillars of Islam and how they affect the daily life of Muslims, comparing this to own experience.</li> </ul> 	
<p><b>Science (Animals including humans)</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and what they do</li> </ul> 	<p><b>Geography</b></p> <p><b>French</b></p> <ul style="list-style-type: none"> <li>use the verb <i>je vois</i> to answer questions about what animals can be seen.</li> <li>use speaking frames to create simple spoken sentences using several word types.</li> <li>use writing frames to create simple written sentences using several word types.</li> <li>recognise and spell colour adjectives accurately.</li> <li>recognise the grapheme 'oi', and know how to pronounce it in English – as in oil, boil and soil, and in French – as in <i>poisson, bois, trois</i> and <i>étoile</i></li> <li>know that a cognate is a word in one language that is related in origin to a word in another language.</li> </ul>	<p><b>Music (Production – Pirates of the Curry Bean)</b></p> <ul style="list-style-type: none"> <li>sing in tune and perform their actions in time</li> <li>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</li> </ul> 
<p><b>Computing (Photo Editing)</b></p> <ul style="list-style-type: none"> <li>explain that digital images can be changed</li> <li>change the composition of an image</li> <li>describe how images can be changed for different uses</li> <li>make good choices when selecting different tools</li> <li>recognise that not all images are real</li> <li>evaluate how changes can improve an image</li> </ul>	<p><b>History – Anglo-Saxon England</b></p> <p><u>Children know that:</u></p> <ul style="list-style-type: none"> <li>Britain was made up of a number of independent kingdoms.</li> <li>Movement of tribes – Angles, Jutes and Saxons first raiding, then settling.</li> <li>Tribes came because they wanted farm land that didn't flood.</li> <li>The Tribes living/settling in England after the Romans left in 476CE: Anglo-Saxons, Celts and Scots</li> <li>Anglo-Saxons arrived Pagan but converted to Christianity.</li> </ul>	<p><b>PE</b></p> <p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>return to the ready position to defend the court.</li> <li>sometimes play a continuous game.</li> <li>use a range of basic racket skills.</li> </ul> <p><b>OAA:</b></p> <ul style="list-style-type: none"> <li>accurately follow and give instructions.</li> <li>confidently communicate ideas and listen to others.</li> </ul>

- 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.

- identify key symbols on a map and use a key to navigate around a grid.