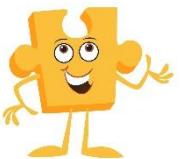
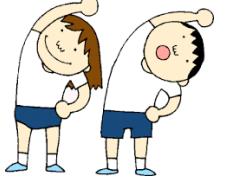
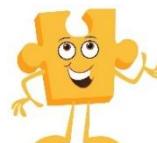
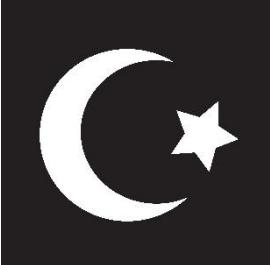
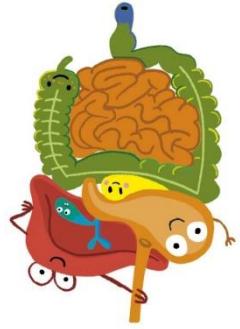


Year 4: Spring Term (First Half)

<p>English</p> <ul style="list-style-type: none"> 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 	<p>PSHE / Jigsaw</p> <p><u>"Dreams and Goals"</u></p> <ul style="list-style-type: none"> 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 	<p>Art</p> <p>Painting:</p> <ul style="list-style-type: none"> 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 
<p>Maths</p> <ul style="list-style-type: none"> 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 	<p>RE</p> <p>Salvation: Why do Christians call the day that Jesus died "Good Friday"?</p> <ul style="list-style-type: none"> 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. 	<p>Design Technology</p>

<p>Science (Living Things)</p> <ul style="list-style-type: none"> 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. 	<p>Geography: How is the USA similar to/ different from the UK?</p> <ul style="list-style-type: none"> 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 	<p>Music (Kapow – Rock'n'Roll)</p> <ul style="list-style-type: none"> 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 
<p>Computing (Programming)</p> <ul style="list-style-type: none"> 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 	<p>History</p> <p>French</p> <ul style="list-style-type: none"> 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 <i>un canard</i>, <i>un renard</i>, <i>une abeille</i> and <i>une baleine</i> know an increasing range of sentence starters (fronted adverbials), such as <i>dans la mer</i>, <i>dans le jardin</i>, <i>dans les bois</i>, <i>à Paris</i>, <i>à Londres</i>. 	<p>PE</p> <p>Netball</p> <ul style="list-style-type: none"> 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. <p>Fitness</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <p>Healthy Me</p> <ul style="list-style-type: none"> 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 	Art
Maths <ul style="list-style-type: none"> 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 $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ 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 <p>Islam: What do Muslims believe?</p> <ul style="list-style-type: none"> 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. 	Design Technology (Soup Making) <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> identify the 5 pillars of Islam and how they affect the daily life of Muslims, comparing this to own experience. 	
<p>Science (Animals including humans)</p> <ul style="list-style-type: none"> 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 	<p>Geography</p> <p>French</p> <ul style="list-style-type: none"> use the verb <i>je vois</i> 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. 	<p>Music (Production – Jill and Fred's Hysterical Historical Adventure)</p> <ul style="list-style-type: none"> 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 
<p>Computing (Photo Editing)</p> <ul style="list-style-type: none"> 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 	<p>History – Anglo-Saxon England</p> <p>Children know that:</p> <ul style="list-style-type: none"> 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. 	<p>PE</p> <p>Tennis:</p> <ul style="list-style-type: none"> return to the ready position to defend the court. sometimes play a continuous game. use a range of basic racket skills. <p>OAA:</p> <ul style="list-style-type: none"> accurately follow and give instructions. confidently communicate ideas and listen to others.

	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• identify key symbols on a map and use a key to navigate around a grid.
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