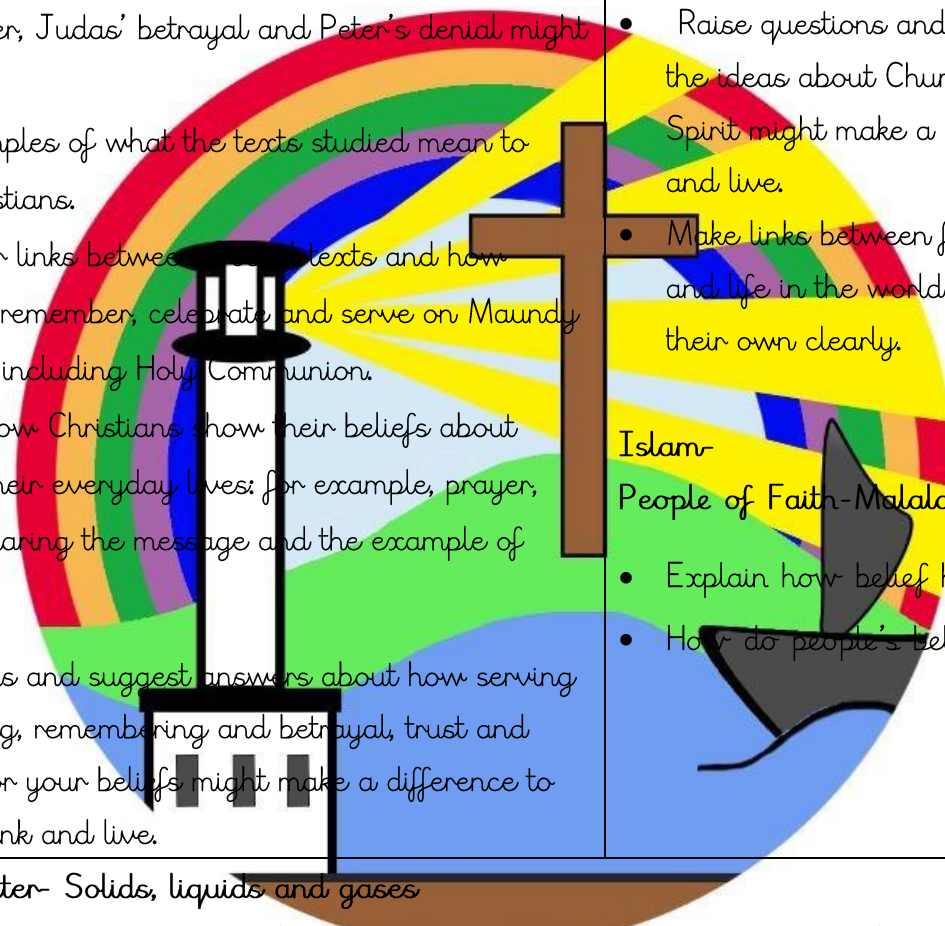


## Year 4 Spring Term Overview

	Spring 1	Spring 2
Focus Christian Value	Thankfulness (cycle 1) Perseverance (cycle 2)	Forgiveness (cycle 1) Friendship (cycle 2)
English	Myth- Theseus and The Minotaur Non-chronological report- Ancient Greece	Varjak Paw (Adventure story) <ul style="list-style-type: none"> <li>To retell a chapter of a story</li> <li>How to write a diary extract</li> <li>How to write an eye witness account</li> <li>How to describe a character effectively. How to write a newspaper article</li> <li>How to write an adventure story</li> </ul> Poetry -Kenning Writing
Reading	Ashley Booth Reading Comprehensions Class Novel: Theseus and The Minotaur, Ancient Greece Texts Linked Text Literacy: Toys Go Out	Ashley Booth Reading Comprehensions Class Novel: Varjak Paw Linked Text Literacy: Vajak Paw

		I am the Seed that Grew the Tree
Maths	Number: Multiplication and division  Measurement: Area	Number: Fractions  Number: Decimals Consolidation
RE	<b>Gospel</b> <ul style="list-style-type: none"> <li>List two distinguishing features of a parable.</li> <li>Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</li> <li>Offer some ideas about the meaning of the Good Samaritan story to Christians.</li> <li>Make simple links between the Good Samaritan story and the importance of charity in Christian life.</li> <li>Give some examples of how Christians act to show that they are following Jesus.</li> <li>Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.</li> </ul>	<b>Kingdom of God</b> <b>When Jesus left, what was the impact of Pentecost?</b> <ul style="list-style-type: none"> <li>Order concepts within a timeline of the Bible's 'big story'.</li> <li>List two distinguishing features of a narrative and a letter as different types of biblical text.</li> <li>Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.</li> <li>Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.</li> </ul>

	<p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>• Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</li> <li>• Give examples of what the texts studied mean to some Christians.</li> <li>• Make clear links between the texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</li> <li>• Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</li> </ul> <p>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>
<p>Science</p>	<p><b>States of Matter- Solids, liquids and gases</b></p> <ul style="list-style-type: none"> <li>• To compare and group materials together according to whether they are solids or liquids.</li> <li>• To identify and explore the properties of gases.</li> <li>• To observe that materials change state when they are heated or cooled.</li> </ul>



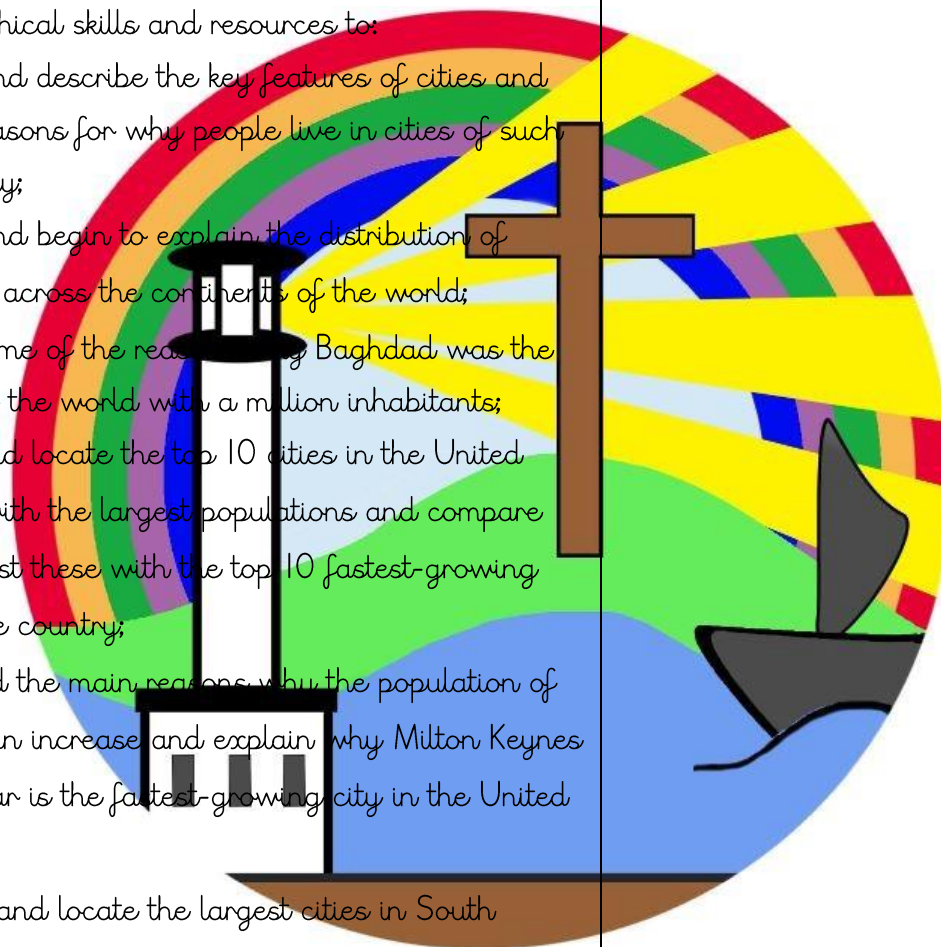
- Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.
- Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.
- Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.

**Islam-  
People of Faith-Malala Yousafzoi**

- Explain how belief has influenced Malala's life.
- How do people's beliefs impact on their lives?

	<ul style="list-style-type: none"> <li>• To research the temperature in degrees Celsius (<math>^{\circ}\text{C}</math>) at which materials change state.</li> <li>• To understand the process of evaporation.</li> <li>• To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>• To identify and describe the different stages of the water cycle.</li> </ul> <p>Scientist(s):</p> <p>Alfred Barnhard Noble</p> <p>Norbert Rillieux</p> <p>Joseph Priestley</p> <p>Albert Einstein</p> <p>Lord Kelvin</p>
History	<p>Ancient Greece</p> <ul style="list-style-type: none"> <li>• To place Ancient Greek civilisation on a time line.</li> <li>• To learn about the term democracy (differences between Athens and Sparta).</li> <li>• To learn about Ancient Greek warfare.</li> <li>• To understand the beliefs of Ancient Greeks (Gods).</li> </ul>
Geography	<p>Why do so many people in the world live in megacities?</p>

- During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:
- Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density;
- Describe and begin to explain the distribution of megacities across the continents of the world;
- Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants;
- Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country;
- Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom;
- Recognise and locate the largest cities in South America;





	<ul style="list-style-type: none"> <li>Describe and offer reasons for the features of the city of Brasília, capital of Brazil;</li> </ul> <p>Explain and conclude why the Brazilian government built a new capital city in 1960</p>	
Art	<p>Art and Design Skills: Optical Illusions</p> <ul style="list-style-type: none"> <li>To create an image using an artistic process</li> <li>To recreate a traditional style</li> <li>To create a small scale sculpture</li> <li>To paint in the style of a famous artist</li> <li>To arrange and draw a still-life image from observation</li> </ul>	
DT		<p>Structures: Pavilions</p> <ul style="list-style-type: none"> <li>To create a range of different shaped frame structures</li> <li>To design a structure</li> <li>To build a frame structure</li> <li>To add cladding to a frame structure</li> </ul>
ICT	<p>E-safety unit: Self -image and identity</p> <ul style="list-style-type: none"> <li>I can explain how my online identity can be different to my offline identity.</li> </ul>	<p>E-safety unit: Online reputation</p> <ul style="list-style-type: none"> <li>I can describe how to find out information about others by searching online.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</li> <li>• I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</li> </ul> <p>Computing Unit: Programming B: Repetition in shapes</p> <ul style="list-style-type: none"> <li>• To identify that accuracy in programming is important</li> <li>• To create a program in a text-based language</li> <li>• To explain what 'repeat' means</li> <li>• To modify a count-controlled loop to produce a given outcome</li> <li>• To decompose a task into small steps</li> <li>• To create a program that uses count-controlled loops to produce a given outcome</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</li> </ul> <p>Computing Unit: Programming B: Repetition in games</p> <ul style="list-style-type: none"> <li>• To develop the use of count-controlled loops in a different programming environment</li> <li>• To explain that in programming there are infinite loops and count-controlled loops</li> <li>• To develop a design that includes two or more loops which run at the same time</li> <li>• To modify an infinite loop in a given program</li> <li>• To design a project that includes repetition</li> <li>• To create a project that includes repetition</li> </ul>
Music		Music with Mr Clarke
PE	Dance Style - Charleston	Returning (Net Games - Tennis & Volleyball)

	<ul style="list-style-type: none"> <li>• Able to express cheeky and over the top dynamics.</li> <li>• Able to demonstrate physical skill - flexed wrists.</li> <li>• Able to demonstrate Charleston technique - footwork patterns.</li> <li>• Able to demonstrate relationships - mirroring.</li> <li>• Able to demonstrate contrasting levels in still positions.</li> </ul> <p>Sports coach</p>	<ul style="list-style-type: none"> <li>• To develop reaction time and agility.</li> <li>• To explore backhand hitting.</li> <li>• To attempt an overhand serve in tennis.</li> <li>• To develop knowledge of returning &amp; rallying.</li> <li>• To attempt to 'Spike' in volleyball.</li> </ul> <p>Sports coach</p>
MFL Spanish	<p>Vegetables</p> <ul style="list-style-type: none"> <li>• I can repeat and recognise most of the ten vegetables in Spanish with their correct articles.</li> <li>• I can attempt to possibly spell five of these words unaided from memory with good accuracy.</li> <li>• I can ask somebody in Spanish for a particular vegetable but I may need a reminder of how to specify the weight.</li> <li>• I can perform a very simple Spanish role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.</li> </ul> <p>Fruits</p>	<p>Family</p> <ul style="list-style-type: none"> <li>• I can say the words for family members in Spanish and, with support, tell you what relation they are to me, how old they are and what they are called.</li> <li>• I can understand numbers 1-100, count and use them in sequence.</li> </ul>



	<p>I can repeat and recognise most of the ten fruits in Spanish with their correct article.</p> <ul style="list-style-type: none"> <li>• I can attempt to possibly spell five of these words unaided from memory with good accuracy.</li> <li>• I can ask somebody in Spanish if they like a particular fruit but I may need a reminder of the question first.</li> <li>• I can say in Spanish which of the ten fruits I like and dislike, but I may need a reminder of the question first.</li> </ul> <p>Spanish Home learning: <a href="http://www.languageangels.com">www.languageangels.com</a></p>	
PSHE	<p><b>Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>• Understand who can influence someone to take risks and the difference between 'dares' and 'challenges'.</li> <li>• Explain why smoking and drinking alcohol is harmful for a young person's body.</li> <li>• Give examples of positive and negative influences, including things that influence people when making decisions.</li> </ul>	<p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Understand what the term 'active bystander' means.</li> <li>• Give examples of how people can work together to stop or change negative behaviour, including bullying.</li> </ul>
Enrichment opportunities	Forest School sessions	Forest School sessions United Utilities Water Workshop