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| **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** | **The Great Kapok Tree**  How to write a balance argument  How to write an informal letter  How to write a balanced argument | **Ancient Greece**  How to write an information text  How to write a formal letter  How to write a newspaper article  How to write a personal account | |
| **Reading** | **Ashley Booth Reading Comprehensions**  **Class Novel: The Great Kapok Tree**  **Linked Text Literacy: The Miraculous Journey of Edward Tullain (Great Book)** | **Ashley Booth Reading Comprehensions**  **Class Novel: Ancient Greece Texts**  **Linked Text Literacy: The Velveteen Rabbit (Archaic Text)** | |
| **Maths** | Number: Multiplication and division  Measurement: Area | Number: Fractions  Number: Decimals  Consolidation | |
| **RE** | **Gospel**   * List two distinguishing features of a parable. * Make clear links between the story of the Good Samaritan and the idea of the Gospel as ‘good news’. * Offer some ideas about the meaning of the Good Samaritan story to Christians. * Make simple links between the Good Samaritan story and the importance of charity in Christian life. * Give some examples of how Christians act to show that they are following Jesus. * Make links between some of Jesus’ teachings about how to live, and life in the world today, expressing some ideas of their own clearly.   **Salvation**   * Offer suggestions about what the narrative of the Last Supper, Judas’ betrayal and Peter’s denial might mean. * Give examples of what the texts studied mean to some Christians. * Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. * Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.   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. | **Kingdom of God**  **When Jesus left, what was the impact of Pentecost?**   * Order concepts within a timeline of the Bible’s ‘big story’. * List two distinguishing features of a narrative and a letter as different types of biblical text. * 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. * 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. * 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 Youscfzoi**   * Explain how belief has influenced Malala’s life. * How do people’s beliefs impact on their lives? | |
| **Science** | **States of Matter- Solids, liquids and gases**   * To compare and group materials together according to whether they are solids or liquids. * To identify and explore the properties of gases. * To observe that materials change state when they are heated or cooled. * To research the temperature in degrees Celsius (°C) at which materials change state. * To understand the process of evaporation. * To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature * To identify and describe the different stages of the water cycle.   **Scientist(s):**  Alfred Barnhard Noble  Norbert Rillieux  Joseph Priestley  Albert Einstein  Lord Kelvin | | |
| **History** |  | | **Ancient Greece**   * To place Ancient Greek civilisation on a time line. * To learn about the term democracy (differences between Athens and Sparta). * To learn about Ancient Greek warfare. * To understand the beliefs of Ancient Greeks (Gods). |
| **Geography** | **Why do so many people in the world live in megacities?**   * 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; * Describe and offer reasons for the features of the city of Brasília, capital of Brazil;   Explain and conclude why the Brazilian government built a new capital city in 1960 |  | |
| **Art** | **Art and Design Sills: Optical Illusions**   * To create an image using an artistic process * To recreate a traditional design style * To create a small scale sculpture * To paint in the style of a famous artist * To arrange and draw a still-life image from observation   **Artist:** Luz Perez Ojeda(Optical Illusions) |  | |
| **DT** |  | **Structures: Pavilions**   * To create a range of different shaped frame structures * To design a structure * Tobuild a frame structure * To add cladding to a frame structure | |
| **ICT** | HTML   * To understand that web pages are built using different programming languages, and one of them is HTML * To understand and identify examples of HTML tags * To change the HTML of a web page * To change the HTML and CSS to alter the appearance of an object on the web * To understand and explore more complex components of a web page * To alter key elements on a webpage including text and images | Investigating the Weather   * To log data taken from online sources within a spreadsheet * To design a weather station * To design an automated machine to respond to sensor data * To understand how weather forecasts are made * To use green screen technology in a video to present a weather forecast. | |
| **Music** |  | Music of the Romans/ Greeks  Cycling rhythms | |
| **PE** | **Fielding (Strike and Field)**   * To throw and object with varying speed and accuracy * To throw an object or ball overarm. * To choose appropriate positioning when fielding. * To intercept and object or ball. * To work collaboratively in small teams.   **Sports coach** | **Dance History-The Romans**   * To be able to move with strong, powerful, precise dynamics. * To be able to execute yoga actions. * To be able to develop relationships –action and reaction. * To be able to demonstrate counterbalance and control. * Select a range of actions to portray characteristics of Roman gods.   **Sports coach** | |
| **MFL**  **Spanish** | **Family** | **At the cafe** | |
| Spanish Home learning: [www.languageangels.com](http://www.languageangels.com) | | |
| **PSHE** | **Keeping Myself Safe**   * Understand who can influence someone to take risks and the difference between ‘dares’ and ‘challenges. * Explain why smoking and drinking alcohol is harmful for a young person’s body. * Give examples of positive and negative influences, including things that influence people when making decisions. | **Rights and Responsibilities**   * Understand what the term ‘active bystander’ means. * Give examples of how people can work together to stop or change negative behaviour, including bullying. | |
| **Enrichment opportunities** | Forest School sessions | Forest School sessions | |