

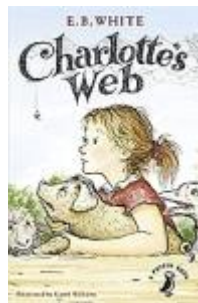
Year 4 – Learning Overview Spring Term

Topic: Rivers and Mountains



ENGLISH

To increase the legibility, consistency and quality of handwriting.
 To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
 To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
 To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.
 To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.
 To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
 To write a range of narratives that are well-structured and well-paced.
 To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.
 To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.
 Discuss and clarify the meaning of words linking new meanings to known vocabulary.



MATHS

Graphs

Use a table to show information.
 Draw, read and interpret tables, picture graphs, bar graphs and line graphs.
 Solve problems using information from tables and graphs.

Fractions

Count in hundredths.
 Write and show mixed numbers on a number line.
 Find equivalent fractions. Simplify fractions and mixed numbers.
 Add and subtract fractions. Solve word problems involving fractions.

Time

Tell time using the 24-hour clock.
 Change time in minutes to seconds.
 Change time in hours to minutes.
 Change time in years to months.
 Change time in months to years.
 Find the duration, starting time and finishing time.
 Solve word problems on time.

Decimals

Recognise and write tenths. Recognise and write hundredths.
 Compare numbers with the same number of decimal places.
 Complete number patterns involving decimals.
 Round decimals with one decimal place to the nearest whole number.
 Recognise and write decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
 Divide a 1- or 2-digit number by 10 and by 100..
 Solve simple measure and money problems involving decimals.

SCIENCE

Chemistry - States of Matter

Compare and group materials together according to whether they are solids, liquids or gasses.

Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius.

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



Physics – Electricity

Identify common appliances that run on electricity.

Construct a simple series electrical circuit, identifying and naming its basic parts, including wires, cells, bulb, switches, buzzers.

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

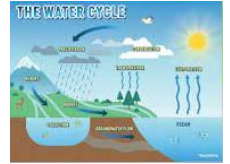
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Recognise some common conductors and insulators and associate metals with being good conductors.

GEOGRAPHY

Place knowledge

Describe similarities and differences between countries.



Human and physical geography

Describe and understand key aspects of the water cycle, rivers and mountains.

Settlement and land use – understand the effect of human impact on floodplains and the importance of flood management.

Geographical skills and fieldwork

Use maps, atlases, globes and digital maps to locate countries and features

MUSIC



Investigating 'Musical Structures' through a range of diverse activities, and gaining an understanding about the importance of structure in musical composition.

Learning & developing an understanding about A B (binary form) / A B A (ternary form / A B A C A D etc. (rondo form), by listening to and recognising well known music that uses these forms.

Composing individual binary, ternary & rondo form structures using every day items, developing over the unit into written musical notation structured compositions.

Rehearsing, performing, recording & appraising group compositions written in binary, ternary or rondo form using untuned percussion instruments.

FOREIGN LANGUAGES

Learn about rivers and mountains in France

Revisit the water cycle in French using a story

Epiphany

Find out about Epiphany in France



Family tree and faces

Learn the nouns for family members

Record personal information about a family member

Learn the nouns for parts of the face

Revisit colours as adjectives to describe parts of the face

Write simple sentences to describe an alien

Face and body parts

Revisit parts of the face

Learn nouns for body parts

Learn commands to use with body parts

Learn to express body parts with left and right

Discover the different parts to a yoga session or sequence

Create own yoga routines using verbs and body parts

Learn to use adjectives to describe body parts

Learn the plural form of body part nouns

Create own alien and write a description

(P-Buzz)

Introducing / learning about the 'P-Buzz' & developing an understanding of how it works (Introduction to playing Brass Instruments).



Practice & develop the correct buzzing technique / posture required to play the 'P-Buzz' successfully.

Using 'The Charanga' online Wider Opportunities Instrumental scheme (available to every pupil for use at home), learn to play the 'P-Buzz' reading on-screen musical notation.

Revisit previous learning on musical notation / rests using (Crotchets, Quavers, Minims, Semi-Breves).

Practice & develop the motor skills / understanding of the instrument to play the notes C, B, Bb, A, G & F with control & confidence.

Embed previous understanding of: Music Stave / Treble Clef / Simple Time Signatures (2/4, 3/4, 4/4) / Bar lines / Double Bar Lines / Repeat Signs / b (flat) sign.

Embed previous understanding of simple dynamic symbols: p (piano - quiet) / mp (mezzo piano - moderately quiet) / mf (mezzo forte - moderately loud) / f (forte - loud)

Revisit & extend understanding of written pitched musical notation (C, B, Bb, A, G & F) using musical manuscript paper.

As a class, learn & understand how to read, practice & perform various songs / pieces of music of differing genres on the P-Buzz' confidently to backing tracks.

Incorporate songs and musical activities to the wider year 4 curriculum where possible.

Continue to build individual self-confidence and self-esteem through musical performance.

COMPUTING

Creativity & Media

Use one or more programs to edit music.

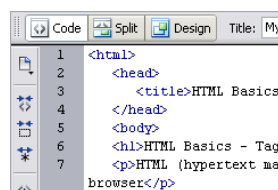
Create and develop a musical composition, refining their ideas through reflection and discussion.

Arrange multiple sounds to create a musical composition.

Create compositions using Binary, Ternary and Rondo structures.



Computer Networks



Understand some technical aspects of how the internet makes the web possible.

Use HTML tags for elementary Markup.

Use hyperlinks to connect

ideas and sources.

Understand some of the risks in using the web.

Online Safety

To know how to communicate what I am doing online and explain why I have chosen to do so.

We use respectful words when we chat to people (online and offline).



RELIGIOUS EDUCATION

Human and Social Science

Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.





Describe some of the varying ways in which religions and beliefs are practised locally and

PHYSICAL EDUCATION

To identify and practise the patterns and actions of line dancing

To create an individual dance that reflects the line dancing style

To create partnered dances that reflect the line dancing style and apply the key components of dance

<p>nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p> <p>Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>Develop and improve dancing and performance skills. Develop an understanding of how to prepare for a dance performance</p> <p>Learn how the racket feels and the best methods of holding it. Improve hand-eye co-ordination by sending and receiving a ball with a hand and racket.</p> <p>Learn how to drop and hit the ball. Use the correct technique for holding the racket (forehand).</p> <p>Build play into a rally and improve accuracy of shots, using forehand and backhand</p> <p>Learn the volley technique</p> <p>Develop an understanding of a game situation, using points and encourage a variety of shot selection during play</p>
<p style="text-align: center;"><u>PSHE</u></p> <p>Dreams & Goals Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>Healthy me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> 	<p style="text-align: center;"><u>ART</u></p> <p>Make tints, tones and shades using white, grey and black</p>  <p>Observe colour and suggest why it has been used</p> <p>Design and create a Collograph print using a range of materials</p> <p>Explore the process of mono printing</p> <p>Demonstrate an awareness of printing with multiple colours</p> <p>Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper</p> <p>Begin to discuss how they are influenced by the work of other artists</p>
<p style="text-align: center;"><u>DESIGN AND TECHNOLOGY</u></p> <p>Develop their own design criteria and use these to create an iron man that features an electrical circuit.</p> <p>Understand that simple electrical circuits and components can be used to create functional products</p> <p>Generate realistic ideas, focusing on the needs of the user</p> <p>Make design decisions that take account of the availability of resources</p>	

Measure, mark out, cut and shape materials and components with some accuracy

Assemble, join and combine materials and components with some accuracy

Refer to their design criteria as they design and make

Use their design criteria to evaluate their completed products