



YEAR 4 Spring Term overview

Subject	
TRIPS	No Trips
Maths	<p>Properties of shape</p> <p>Symmetry</p> <p>Decimal numbers</p> <p>Calculating with decimals</p> <p>Measure- Money</p> <p>Problem solving involving decimals to two decimal places</p> <p>Add and subtract fractions with the same denominator</p> <p>Finding fractions of quantities</p> <p>Fractions in the context of measure</p> <p>Equivalent fractions, ordering and comparing</p> <p>Multiply two- and three-digit numbers by a one-digit number using a formal written layout</p> <p>Divide two- and three-digit numbers by a one-digit number using a formal written layout</p>
English	<p>Genres</p> <p>Poetry: Free Verse - children will read, respond, and perform free verse poetry. They will learn about the structure and the use of descriptive language.</p> <p>Narrative: stories settings (Zeraffa Giraffa), Children will look at Zeraffa Giraffa for a few weeks, focusing on the style and techniques used. Children will then write their own recount of the story.</p> <p>Plays - Children will identify the features of a playscript, perform and write their own versions.</p> <p>Non-fiction persuasion letters & adverts: Children will identify the features of adverts and letters, whilst ensuring they meet their intended audience. Children will also create their own adverts and letters, focusing on persuasive language.</p> <p>SPaG: (Spelling, grammar, and punctuation):</p>



YEAR 4 Spring Term overview

	<p>Extending the range of sentences with use of conjunctions.</p> <p>Use of subordinate clauses and conjunctions.</p> <p>The use of Homophones and their meanings.</p> <p>Fronted adverbials and how they can improve a piece of writing.</p> <p>Consider different word types: Adjectives, nouns, adverbs, verbs.</p> <p>Indicate grammatical and other features by: Using commas, full stops and how to punctuate dialogue, both direct and indirect.</p> <p>Types of clauses (statement; exclamation; command; question)</p> <p>The use of Prepositions to improve writing.</p> <p>Use of similes, metaphors, personification and expanded noun phrases in creative writing.</p> <p>Spelling: 'or', 'o' and 'a' after w and qu, ei/ ey/ eigh, 'air', CEW, soft ch, hard ch, -sion/-ssion, un-, dis-, in-, auto-, re-, super-, sub-, inter-, anti-.</p>
Topic	<p>Ancient Egypt</p> <p>Pupils will be learning about the River Nile, Pyramids and pharaohs.</p> <p>Ancient Egyptians used to mummify their dead and bury them in tombs and pyramids with all their belongings</p> <p>They had their own form of writing called hieroglyphs.</p> <p>The ancient Egyptians believed in many gods and thought the gods had different jobs.</p> <p>Rivers most often start high in the mountains (the source) and flow to the sea (the mouth)</p> <p>The world's highest mountain is Mount Everest and the world's longest river is the River Nile</p> <p>Key Vocabulary</p> <p>Source, meander, confluence, waterfall, oxbow lake, mouth, summit, peak, slope, ridge, Egyptian, mummy, pharaoh, hieroglyphics, pyramid</p>
Computing	Spreadsheets



YEAR 4 Spring Term overview

	<ul style="list-style-type: none"> • Formatting cells as currency, percentage, decimal to different decimal places or fraction. • Using the formula wizard to calculate averages. • Combining tools to make spreadsheet activities such as timed tables tests. • Using a spreadsheet to model a real-life situation. • To add a formula to a cell to automatically make a calculation in that cell. <p>Key Vocabulary: cell, formula, rows, columns, logo, forwards, backwards, repeat.</p> <p>Coding</p> <ul style="list-style-type: none"> • To learn the structure of the coding language of logo • To input simple instructions in logo • Using 2logo to create letter shapes • To use the Repeat function in logo to create shapes • To sue and build procedures in logo <p>Key Vocabulary: logo, repeat, PD, PU, LT, RT, BK, FD, SETPC, SETPS.</p>
Science	<p>Animals including humans.</p> <p>Pupils will be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions. They will also study teeth and how they differ between different animals based on their diets.</p> <p>Pupils will learn about producers, herbivores, carnivores, and omnivores within food chains. They will also look at how food chains are part of a wider food web and how changes in an environment will affect them.</p> <p>Key Vocabulary: digest, nutrients, teeth, function, intestine, oesophagus, prey, carnivore, mouth, predator, herbivore, omnivore.</p>
DT	<p>Moving Monsters</p> <p>Children will make moving monsters (toys). Children will be using levers and linkages in order to create the motion of the monster moving.</p> <p>-Develop a clear idea of what must be done, planning how to use materials, equipment and processes, and suggesting alternative</p>



YEAR 4 Spring Term overview

	<p>methods of making, if the first attempt fails.</p> <ul style="list-style-type: none">-Explain how the plan will be carried out & understand how realistic a plan is-Evaluate and explain how products work and identify criteria that can be used for their own designs.-Measure, mark out, cut, and shape a range of materials/ components, using appropriate tools, equipment and techniques with some accuracy. <p>Key Vocabulary: syringe, pneumatics, movement, pressure, measure, tubing, aesthetic, assemble, materials, function.</p>
Art	<p>Painting Reflections (Claude Monet)</p> <p>Children will focus on the famous French painter and research before creating and exploring his artwork. Children will look at reflections and explore how light and shadows are created.</p> <ul style="list-style-type: none">-Attempt to show reflections in a drawing-Identify and draw the effect of light-Look at and make paintings with background, foreground and middle ground and use perspective.-Continue to compare the work of different artists and begins to use it as a base for their own work. <p>Key Vocabulary: reflection, inspiration, tones, texture, nature, still life, natural, sketching, mirrors, watercolours, strokes, dusk.</p>
PE	<p>Tag Rugby</p> <p>Children will learn to pass the ball and score tries, whilst wearing belts. Children will act as attackers and defenders whilst working as a team.</p> <ul style="list-style-type: none">-I know how to combine travelling skills with strategies for attacking and defending.-I can use a range of techniques to pass and travel with the ball.-I can use a range of tactics to keep the position of the ball and get into position to score. <p>Key Vocabulary: passing, position, attacking, defending, try, teamwork, score, tag, try-area.</p> <p>Tennis</p> <p>Children will learn how to hit a tennis ball, using forehands and backhands. Children will learn how to get into position to move</p>



YEAR 4 Spring Term overview

	<p>and receive balls. They will learn and try to use different shots.</p> <ul style="list-style-type: none"> - Strike a ball through the air, in different directions with control. - Understand how to direct or place a ball into spaces to score and how to best intercept and field the ball to return it. <p>Key Vocabulary: forehand, backhand, rally, racket, shot, position, technique, defend, receive, opposition, serve, return.</p>
RE	<p>Ultimate Questions</p> <p>Discuss and present thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth. Respond to a range of challenging "if" and "why" question about making sense of the world, expressing personal reflections. Discuss challenging questions about meaning, purpose and truth. Why are there some questions about life to which we don't have the answer i.e. death. Consider the different ideas about God. What does the word mean to people of faith? To describe the attributes of God (e.g. 99 names of Allah and the Trinity). Explore different stories about how the world began (Christianity and Islam). To express creatively theirs and other's ideas on creation, God, and heaven through art.</p> <p>Key Vocabulary: Allah, God, heaven, Holy Trinity, creation, merciful, supreme, avenger, temptation, creator, Islam, Christianity, debate, creator, choice.</p>
PSHE	<p>Dreams and goals</p> <p>Include goal setting, aspirations for individuals and the world and working together.</p> <ul style="list-style-type: none"> - To plan and set new goals even after a disappointment. - To explain what it means to be resilient and to have a positive attitude. <p>Key Vocabulary: achieve, belief, dedication, commitment, strive, inspire.</p> <p>Healthy me</p> <p>Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices.</p> <p>To recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>To identify feelings of anxiety and fear associated with peer pressure.</p> <p>Key Vocabulary: Self-esteem, confidence, stimulant, healthy, exercise, routine,</p>



YEAR 4 Spring Term overview

French	<p><i>Days of the week/Numbers 21-31</i></p> <p>Children to recap the days of the week and learn numbers from 21 to 31.</p> <p><i>Months of the year/Days of the year/Birthdays</i></p> <p>Children learn the days of the month and annual celebrations.</p> <ul style="list-style-type: none">-Recognise a familiar question and respond with a simple rehearsed response.-Ask and answer a simple and familiar question with a response.- Read some words and phrases aloud and pronounce them accurately.
Musical Drama	<p><i>Musical Theatre- outside provider</i></p> <p><i>Charlie and The Chocolate Factory:</i></p> <p>To introduce the Story of Charlie and the Chocolate Factory</p> <p>To discuss characters and have a deeper understanding of them</p> <p>To start to learn script work and set opening number</p> <p>Create own short to work on voice projection story and act out in groups</p> <p>To learn scenes 4 and 5 and run through all scenes</p> <p><i>Annie</i></p> <p>To improvise in groups</p> <p>To understand the different roles of each character and discuss as a group</p> <p>To understand the importance of applying the knowledge of characters personalities to our script work</p> <p>To cast and rehearse the next scene in the script to cast and rehearse the next scene applying characterisation knowledge</p> <p>To understand the importance of setting the scene with other actors in the background</p>