

Year group:4 Term: Spring 2

Focus Subject: Geography

Key Vocabulary: Northern and Southern Hemisphere, Antarctic, Arctic, time zones, Topics of Cancer and Capricorn, South America, Physical and human characteristics, environmental, similarities, differences, continent, countries, capital cities, Chile

Geography:

Building Locational Knowledge: South America - locate South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities

Building Locational Knowledge: Hemispheres and Tropics – identify Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night)

Relationships and Health Education:

Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness

RE: as theologians, we will:

Eucharist – Relating:

Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God

Area of Study 2: What is the Church? One and holy, Catholic, Mission

Area of Study 3: Liturgy, Sacraments, prayer

Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour

Lent/Easter – Giving

Area of Study 1: Knowing and loving God, the Scriptures, Creation, the Trinity, Jesus Christ, Son of God

Area of Study 2: What is the Church? One and holy, Catholic, Mission

Area of Study 3: Liturgy, prayer

Area of Study 4: The dignity of the human person, freedom, responsibility and conscience, the human community, love of God, love of neighbour



Art: As artists, we will:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

BIG Question: How is South America similar and different to the UK?

Practise at Home:

Spellings, Times Table Rock Stars, IXL and reading

As Musicians, we will: Creating Simple Melodies Together- In this unit, the Musical Spotlight is 'Creating Simple Melodies Together'. Composing a melody that we then keep and perhaps write down or show to others involves finding a particular combination of pitches and rhythms that we particularly like. Improvising can be a great way to find such a melody. Many composers discover some of their favourite melodies in this way. Once you have got your melody, you need to make sure it is not forgotten, and perhaps even make sure you can 'give' it to someone else to play. This can be done by writing it down in musical notation, in demonstrating it physically to someone else, or in recording the audio so that you or others can hear (and copy) it later.

Science: As scientists, we will:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases.

Maths: As mathematicians, we will:

Unit 6 – Multiplication and division (2) Continued from Spring 1

This unit builds on exploring written and mental calculation strategies for multiplying and dividing. Children explore in depth the distributive and associative properties of multiplication. The learning progresses from Year 3, where children used expanded methods for 2-digit x 1-digit numbers, to Year 4 where they are using the compressed single line (standard) formal multiplication. Children learn to solve more complex problems building on n objects related to m objects, find all solutions and notice how to use multiplication to solve questions. Children use partitioning to divide 2- and 3-digit numbers by a 1-digit number. They recap on the concept of a remainder a division, and move on to predicting whether a number will have a division and what the number could be if the remainder is given. Children then move on to solve simple 2-step problems that involve all of the four operations.

Unit 7 – Measure – area

This unit builds on children's understanding of the properties of squares, rectangles and rectilinear shapes. It extends children's basic comprehension of shapes being 'bigger' or 'smaller' than one another and gives them a tangible way of measuring this. Children already know how to measure the distance around a shape and now are taught how to measure the space inside it.

Unit 8 – Fractions (1)

This unit builds on work done in Year 3 on fractions. It introduces children to hundredths and then develops their understanding of equivalent fractions, before introducing them to fractions greater than 1 in the form of mixed numbers and improper fractions. The next unit builds on these concepts to calculate with fractions.

Unit 9 – Fractions (2)

This unit builds on children's work in Year 3 when they added and subtracted fractions with the same denominator. They deepen their understanding of finding a fraction of an amount using both unit and non-unit fractions. Children see the link between fractions and the work they have done on multiplication and division and they should now be able to deal with any times-table facts.

PE: As athletes, we will:

Dance

In this unit all pupils will aim to perform all the sections of the dance remembering the order. Pupils will describe and comment on others work explaining what they like and dislike and why. Pupils will include different strengths, levels and directions within their dance

Fitness

Pupils will perform exercises with the correct technique, they will complete various fitness circuits and challenges. Pupils will learn the benefits of a warm up / cool down and the benefits of exercise.



Educate
Protect
Love
Serve

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

DT: As designers, we will: Understand how well products have been designed. Why materials have been chosen. What methods of construction have been used. How well products work. How well products meet user needs and wants. Make strong, stiff shell structures. Measure, mark out, cut and shape materials and components with some accuracy. Assemble, join and combine materials and components with some accuracy. Learn about PEB 9 – who design and make products. Where and when products were designed and made. Develop their own design criteria and use these to inform their idea. Generate realistic ideas, focusing on the need so the user. Model their ideas using prototypes. Use annotated sketches to develop and communicate their ideas. Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. Describe the purpose of their products. How to use learning from mathematics to help design and make products that work. Refer to their design criteria as they design and make. Consider the views of others, including intended users, to improve their work. Order the main stages of making, select tools and equipment suitable for the task, select materials and components suitable for the task and the use the correct technical vocabulary for the projects they are undertaking. Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. Measure, mark out, cut and shape materials and components with some accuracy. Assemble, join and combine materials and components with some accuracy. Apply a range of finishing techniques, including those from art and design, with some accuracy. Use PEAS's design criteria to evaluate their completed products. Use PEAS to identify the strengths and areas for development in their ideas and products.

English: As readers and writers, we will:

T4W Greta and the Giants (Defeating the Monster Text)

- Write sentences by saying out loud what they are going to write about
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Fronted adverbials
- Use of paragraphs to organise ideas around a theme
- Use of inverted commas and other punctuation to indicate speech.
- Use of commas after fronted adverbials
- Contracted apostrophes

T4W Persuasive Letter about the Rainforests

- Direct address, hook question, conjunctions, Rule of three, expanded noun phrase, apostrophe for possession, statistics, emotive language, commas in a list, command

MFL: As Modern Foreign Linguists, we will:

Saying what I and others do

Phonics: the SSC (sound-symbol correspondences) taught this term are:

[é/et/ez/er] [è/ê] [oi] [(a)in] [ai]

Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to

Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)



Computing: As programmers, we will: Data and information – Data logging - In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.