

Year group:4 Term: Spring 1

Focus Subject: History

Key Vocabulary: Solids, Liquids, Gases, Particles, State of Matter, Heat, Substance, Cool, Changes of State, Melting Points, Boiling Points, Substances, Expands, Contracts, Temperature, non-Newtonian Fluid, Enquiry, Comparative, Fair test, Classifying, Prediction, Hypothesis, Accurate, Thermometer, Data, Support, Refute.

Relationships and Health Education:

In Unit 2 – Me, My Body, My Health, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God's loving plan for creation.

RE: as theologians, we will:

Local Church – Community:

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, Apostolic, Mission

Area of Study 3: Liturgy, Sacraments, Holy Orders, prayer

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

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

Art: As artists, we will:

Paint, Surface, Texture

- 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, to create sketch books to record their observations and use them to review and revisit ideas
- to know about great artists, architects and designers in history.



BIG Question: Vikings- were the Vikings raiders, traders or settlers?

Practise at Home:

Spellings, Times Table Rock Stars, IXL and reading

As Musicians, we will:

Developing Pulse & Groove Through Improvisation

In this unit, the Musical Spotlight is 'Developing Pulse and Groove Through Improvisation'. Improvisation is a great way to create music that belongs to YOU, and to express your feelings and ideas, often without even having to think too much about it. In this unit, you will improvise in time with the music (keep the pulse) and feel the music by getting into the groove. It helps to move to the music when getting into the groove.

Science: As scientists, we will:

- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Maths: As mathematicians, we will:

Learn how to multiply and divide whole numbers

Learn about perimeter and length

Learn to solve questions by applying knowledge or length and perimeters

Find out about fractions and find out about equivalences of fractions.

Learn about fractions of amount and of number.

Explore the link between fractions and decimals.

Understand tenths, hundredths and thousandths

Use and apply knowledge of number in fractions and decimals and multiplication and division.

History: As Historians, we will: find out about the Vikings, were they raiders, traders or settlers.

Who were the Vikings and why did they come to Britain?

What do we know about the Vikings already? What sources of information can we use to tell us about the Vikings?

How did the Vikings travel? Find out about Longboats, how they were built, how they moved and where did the Vikings travel.

Finding out about the Vikings, were they raiders or traders? What did this mean to them?

What was the consequences for the Anglo Saxon and Viking struggle from Britain, did it change our History? How?

What was Viking life like in Britain- compare it the Romans from previous learning.

PE: As athletes, we will:

Dance – Shake, rock and roll Develop movement vocabulary and motifs based on Rocks, Soils, Volcanoes and Rock and Roll. perform dances using a range of movement patterns

Netball – High 5 netball - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending



Educate
Protect
Love
Serve

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

Discovery 42/ be a Viking for a day/

To evaluate how well products meet user needs and wants

History link- design and build a Viking Longship

English: As readers and writers, we will:

T4W: Hansel and Gretel (Defeating the monster story) – Fiction Story telling approach to tell the story of Hansel and Gretel. Innovate and invent own story using the defeat the monster scaffold.

Non-Fiction: Advert for the Magic Cottage (Persuasive writing). Invention/Innovation: Advert for house for sale.

GPS National Curriculum

- The grammatical difference between plural and possessive –s
- Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition

Spelling

- Words ending in ' - sion'
- Words ending in ' - ous'
- Words ending in ' - ous' where the ge from the root word remains
- Words where 'i' makes an /ee/ sound
- Words ending in ' - ious' and 'eous'
- Challenge Words
- Common exception words for Year 3 and 4

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:

Programming A – Repetition in shapes

Create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming



Half term overview Term: Spring 1		St. Mary's Catholic Primary					
Focus:	Teacher:						
Dates	4/01/24 to 08/01/24	15/01/24	22/01/24	29/01/24	5/02/24	12/02/24	
Events							
Genre:	Hansel and Gretel (Defeating the Monster story)			Hansel and Gretel Non-Fiction Advert for the Magic Cottage			
English	<ul style="list-style-type: none"> Cold Task – write a story about defeating a monster Hook Lesson – following a breadcrumb trail Imitation: <ul style="list-style-type: none"> Introduce children to the story type and create a story map. Story mountain and boxing up session 	Exploration: <ul style="list-style-type: none"> Introduction and build up – plural and possessive Climax – plural and possessive Resolution and Ending – pronouns and nouns Diary entry for one of the characters in the story – pronouns and nouns 	Innovation: <ul style="list-style-type: none"> Changing the class story to individual stories by changing to a new monster and setting – new story map, boxing up and writing out story in each part. Invention: <ul style="list-style-type: none"> Writing own defeating monster story using story map, boxing up and writing out story in each part for hot task. 	<ul style="list-style-type: none"> Cold Task – write an advert to sell their house. Hook Lesson – visit from an Estate Agent and looking at house adverts. Imitation: <ul style="list-style-type: none"> Tune the children into the style of persuasive writing using a text map for an advert for the Magic Cottage and draw in books. Create word banks of boastful language and become familiar with persuasive techniques – informal language, rhetorical questions, repetition, imperative verbs 	<ul style="list-style-type: none"> Boxed up planning for Magic Cottage – including where persuasive techniques are used. Innovation: <ul style="list-style-type: none"> Create boxed up planning for selling a house. Write own persuasive advert for selling a house. Edit and peer marking	Half term	
Spelling	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	
Reading pathways	Volcanoes- session 1 and 2	Session 3	Session 4	Session 5	Session 6		
Grammar	<ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition 						
Maths	Unit 6 – Multiplication and division (1) <ul style="list-style-type: none"> Recall x facts to 12 x 12 Use place value holder 0 when x 2-digit numbers Use factors pairs 	<ul style="list-style-type: none"> Solve x of 2- and 3-digit numbers x 1 digit using formal layout Solve problems using the laws of x of 2-digit x 1 digit and understand the integer to solve problems 	Unit 7 Perimeter and Length <ul style="list-style-type: none"> Convert units of measures (km- metre and hours to minutes) Measure and calculate perimeter of rectilinear shapes in cm and m 	Unit 8 Fractions <ul style="list-style-type: none"> Recognise fractions- unit fractions with small denominators Equivalent fractions Compare and order fractions Common fractions- families 	Unit 9 Fractions <ul style="list-style-type: none"> Solve problems with fractions Add and subtract fractions with the same denominator 	Spring 2 Unit 10 Decimals <ul style="list-style-type: none"> Recognise and write decimal equivalences to 10ths and 100ths Divide 1 and 2 digit by 10 and 100 – what happens to the number 	



Focus: Science **Teacher:** Cathy Breslin and Heidi Rogerson

Dates	4/01/24 to 08/01/24	15/01/24	22/01/24	29/01/24	5/02/24	Half term
Science	<p>What happens during a state change? https://classroom.thenational.academy/lessons/what-happens-during-a-state-change-c8wp6e</p>	<p>What is a physical change and how can we identify them? https://classroom.thenational.academy/lessons/what-is-a-physical-change-and-how-can-we-identify-them-6xgk8d</p>	<p>What is chemical reaction and how can we identify them? https://classroom.thenational.academy/lessons/what-is-a-chemical-reaction-and-how-can-we-identify-them-c4t34d</p>	<p>What is the difference between physical and chemical changes? https://classroom.thenational.academy/lessons/what-is-the-difference-between-physical-and-chemical-changes-64upcr</p>	<p>What can we do to investigate chemical reactions? https://classroom.thenational.academy/lessons/what-can-we-do-to-investigate-chemical-reactions-70vk8d</p> <p>What happens when we place metals into acid? https://classroom.thenational.academy/lessons/what-happens-when-we-place-metals-into-acid-cgrp8d</p>	
History	<p>Who were the Vikings and why did they come to Britain? https://www.kapowprimary.com/documents/generated/pdf_unit-plan.php</p>	<p>What do we know about the Vikings?</p>	<p>How did the Vikings travel?</p>	<p>What were the consequences of the Anglo-Saxons and Vikings struggle for Britain?</p>	<p>What was Viking life like in Britain</p>	
RE Local Church – Community Eucharist - Relating	<p>Explore: Belonging to a community</p> <ul style="list-style-type: none"> Compare many of my own ideas about questions to do with community AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: Find out about a local group who work for the good of the community on a voluntary basis. If possible, interview one of the members and ask them what they do, who benefits and why they do it?</p> <p>LEARNING FOCUS 1: Jesus chooses people to work with him.</p> <ul style="list-style-type: none"> Make many links between the story of the call of the apostles, and to God's call to people to serve him AT1 (i) Describe many ways in which people serve their parish community, giving reasons for most AT1 (iii) Compare many of my own ideas about questions to do with community AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: Invite the children to design a 'Code of Conduct' of how to live as an 'apostle' of Jesus, giving reasons for their choices.</p>	<p>LEARNING FOCUS 2: The Parish Community</p> <ul style="list-style-type: none"> Describe many ways in which people serve their parish community, giving reasons for most AT1 (iii) Compare many of my own ideas about questions to do with community AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: Divide the class into groups – each group can investigate and research one of the parish societies/groups, giving reasons for their existence within the parish community and their commitment to serving. Each group to feed back to the class.</p> <p>LEARNING FOCUS 3: How people within the parish serve the community in church.</p> <ul style="list-style-type: none"> Describe many ways in which people serve their parish community, giving reasons for most AT1 (iii) Compare many of my own ideas about questions to do with community AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: Arrange a visit to church to speak to the priest about the work they do. Following the visit, the children can compile a job advert for a priest outlining the qualities and skills required to serve the parish community as a priest.</p>	<p>LEARNING FOCUS 4: Ministries in the parish – reaching out to the community.</p> <ul style="list-style-type: none"> Describe many ways in which people serve their parish community, giving reasons for most AT1 (iii) Compare many of my own ideas about questions to do with community AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: Invite the children to debate the following statement: 'What would the parish community be like if no one offered to minister?' Write a thank you letter showing appreciation for someone who serves the parish in some ministry. Say what you want to thank them for and tell them what a difference they make in the parish. Send to the parish minister.</p> <p>LEARNING FOCUS 5: Joining together as a loving community.</p> <ul style="list-style-type: none"> Describe many ways in which people serve their parish community, giving reasons for most AT1 (iii) Compare many of my own ideas about questions to do with community AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: Choose a sentence from Roman 12:8-11. Explain how you would live this out in action in your daily life and give some reasons how this would help your community.</p>	<p>LEARNING FOCUS 6: The parish community celebrations.</p> <ul style="list-style-type: none"> Describe most of the actions and symbols within a funeral Mass, giving reasons for many AT1 (ii) Compare many of my own ideas about questions to do with community AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: Invite the priest to show and explain some of the symbols used in the funeral Mass held to celebrate a person's life. Produce a simple guide to explain what each of the Christian symbols mean.</p> <p>RESPOND: How can I be a more loving, serving member of the parish community?</p> <ul style="list-style-type: none"> Compare many of my own ideas about questions to do with community AT2 (ii) Give a point of view and support it with a religious source AT3 	<p>EXPLORE: Giving and receiving every day.</p> <ul style="list-style-type: none"> Compare many of my own and other people's ideas about questions to do with giving and receiving AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: Listen to Jack Johnson's <i>The Sharing Song</i> or use a similar song about giving and receiving and sharing with others. It is always more fun to share with everyone. Analyse the lyrics and make up your own song or poem which shows the joys and demands of giving and receiving.</p> <p>LEARNING FOCUS 1: Greeting: The Introductory Rite.</p> <ul style="list-style-type: none"> Describe most of the actions and symbols within the celebration of the Eucharist, giving reasons for many AT1 (ii) Describe many ways in which people contribute to the celebration of the Eucharist, giving reasons for these AT1 (iii) Compare many of my own and other people's ideas about questions to do with giving and receiving AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: Write an account of what happens at the gathering of the Eucharist.</p>	<p>Spring 2 LEARNING FOCUS 2: Gathering in love.</p> <ul style="list-style-type: none"> Describe most of the actions and symbols within the celebration of the Eucharist, giving reasons for many AT1 (ii) Describe many ways in which people contribute to the celebration of the Eucharist, giving reasons for these AT1 (iii) Compare many of my own and other people's ideas about questions to do with giving and receiving AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: The reading tells you something of what God's love is like. Chose 2 or 3 lines from this and describe how you would apply them in your daily life. How could this shape your life?</p> <p>LEARNING FOCUS 3: The Penitential Act</p> <ul style="list-style-type: none"> Describe most of the actions and symbols within the celebration of the Eucharist, giving reasons for many AT1 (ii) Describe many ways in which people contribute to the celebration of the Eucharist, giving reasons for these AT1 (iii) Compare many of my own and other people's ideas about questions to do with giving and receiving AT2 (ii) Give a point of view and support it with a religious source AT3 <p>Activity: Write your own Penitential Act. It could be a rewrite of the 'I confess'. Give reasons for your choice of actions.</p>
Music	Bringing us together part 1	Bringing us together part 2	Old Joe Clarke Part 1	Old Joe Clarke Part 2	Dance with me	Assessment check point

DT	Lesson: To know how to construct simple series circuits Teacher Hub Oak National Academy (thenational.academy)	Lesson: To learn how electrical products meet the needs of users Teacher Hub Oak National Academy (thenational.academy)	Lesson: To know how to construct simple series circuits Teacher Hub Oak National Academy (thenational.academy) And record a simple circuit	Lesson: To design, make and test components for an electrical system. Teacher Hub Oak National Academy (thenational.academy)	Lesson: To use learning from science to help design and make working electrical products Teacher Hub Oak National Academy (thenational.academy) Design and make and evaluate	
PE Gymnastics	• Netball and Gymnastics- flight	Netball and Gymnastics- flight	Netball and Gymnastics- flight	Netball and Gymnastics- flight	Netball and Gymnastics- flight	
Computing	1 Programming a screen turtle This lesson will introduce pupils to programming in Logo. Logo is a text-based programming language where pupils type commands that are then drawn on screen. Pupils will learn the basic Logo commands, and will use their knowledge of them to read and write code.	2 Programming letters In this lesson, pupils will create algorithms (a precise set of ordered instructions, which can be turned into code) for their initials. They will then implement these algorithms by writing them in Logo commands to draw the letter. They will debug their code by finding and fixing any errors that they spot.	3 Patterns and repeats In this lesson, pupils will first look at examples of patterns in everyday life. They will recognise where numbers, shapes, and symbols are repeated, and how many times repeats occur. They will create algorithms for drawing a square, using the same annotated diagram as in Lesson 2. They will use this algorithm to program a square the 'long' way, and recognise the repeated pattern within a square. Once they know the repeated pattern, they will use the repeat command within Logo to program squares the 'short' way.	4 Using loops to create shapes In this lesson, pupils will work with count-controlled loops in a range of contexts. First, they will think about a real-life example, then they will move on to using count-controlled loops in regular 2D shapes. They will trace code to predict which shapes will be drawn, and they will modify existing code by changing values within the code snippet.	5 Breaking things down In this lesson, pupils will focus on decomposition. They will break down everyday tasks into smaller parts and think about how code snippets can be broken down to make them easier to plan and work with. They will learn to create, name, and call procedures in Logo, which are code snippets that can be reused in their programming. 6 Creating a program In the final lesson, pupils will apply the skills that they have learnt in this unit to create a program containing a count-controlled loop.	
PSHE/ RSE Me, My Body, My Health		Session 1: We Don't Have To Be The Same In this session, children will recognise that people are unique and that our similarities and differences should be celebrated. Pupils will also be given an opportunity to reflect on God's love as the foundation of our self-confidence. In this session, we meet for the first time the animated character of AJ and the characters Sophie and Aidan, who will be played by different pupils in each session. They enable pupils to engage with the topics through drama exercises such as hot-seating and roleplay	Session 2: Respecting Our Bodies In this session, we explore the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. Returning to the character of AJ (on screen) and Sophie and Aidan (played by pupils), children will explore problems and solutions through roleplay and discussion. Children will reflect on their bodies as a gift from God that He wants us to look after and respect.	Session 3: What is Puberty? In this session, children will develop a base-level understanding of what puberty is and why we go through it. This session is a precursor to the session which will follow called 'Changing Bodies' which will look specifically at some of the changes that boys and girls will face when they enter puberty. Through the roleplay drama and presenter-led video, children should come out of this session knowing that puberty is part of God's plan for our bodies and that they can embrace the changes with confidence.	Session 4: Changing Bodies In the previous session, the pupils looked at the word 'puberty' and learnt how puberty is part of God's plan to help us love others more. In this session, pupils will use the correct terminology for genitalia relating to the discussion on puberty and explore some of the specific physical and emotional changes that will take place for boys and girls over the coming years.	