

Year 4 Termly Overview



Spring Term

Subject	Spring 1 Misty Mountains	Spring 2 Invaders and Settlers
Art/ DT	<ul style="list-style-type: none"> DT, textiles and mountain pictures 	<ul style="list-style-type: none"> DT
Computing	<p>Online Safety</p> <ul style="list-style-type: none"> Online Bullying <p>Computing - Online Safety (Internet)</p> <ul style="list-style-type: none"> Cyberbullying Using search technologies Online plagiarism Online community Cyber superheroes' 	<p>Online Safety</p> <ul style="list-style-type: none"> Managing Online Information <p>Computing - Animation</p> <ul style="list-style-type: none"> Use a variety of software to design and create content Create animations using a range of moving characters
French	<p>Salut –Playtime</p> <ul style="list-style-type: none"> The farmer in his meadow Simon Says I play In the playground What do you like to play? Luc the dreamer 	<p>Salut – My Home</p> <ul style="list-style-type: none"> Where do you live? Your home Your bedroom The kitchen Daily routine Garon the Giant

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Geography	<p>Mountains</p> <p>Skills :</p> <ul style="list-style-type: none">• Understand geographical similarities and differences through the study of human and physical geography of the Lake District and world mountain sites• Understand geographical similarities and differences through the study of human and physical geography of the Lake District and world mountain sites• Use secondary sources : Famous mountaineers diary entries to understand the environment <p>Knowledge:</p> <ul style="list-style-type: none">• Features of mountains and mountain ranges• How different mountains are formed.• How mountain environments can be reshaped by rivers or ice• Physical' and 'human' geography• Features of a mountain range.• Contour lines on a map• Co-ordinates• Mapping World's tallest mountains <p>compare UK / international Mountains</p>	
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History		<p>Anglo Saxons</p> <p>Skills</p> <ul style="list-style-type: none">· Names and places dates of significant events from past on a timeline.· Show knowledge and understanding by describing features of past societies and periods.· Identify ideas, beliefs, attitudes and experiences of men, women and children from the past.· Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.· Describe how some of the past events/people affect life today. <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <ul style="list-style-type: none">· Uses subject specific words such as monarch, settlement, invader. <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <ul style="list-style-type: none">· Asks questions such as ‘what was it like for a during?’ <p>Knowledge</p> <ul style="list-style-type: none">• Who were the Anglo Saxons and why did they come to Britain?• Daily life of an Anglo Saxon• King Alfred and St Bede
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Maths	<p>Data</p> <ul style="list-style-type: none"> • Graphs - Picture, bar and line <p>Fractions</p> <ul style="list-style-type: none"> • Recognise tenths & hundredths • Identify equivalent fractions • Add & subtract fractions with common denominators • Recognise common equivalents • Round decimals to whole numbers 	<p>Time</p> <ul style="list-style-type: none"> • Telling time on a 24-hour clock • Changing time <p>Decimals</p> <ul style="list-style-type: none"> • Round decimals to whole numbers • Compare and order • Rounding decimals • Writing fractions as decimals
Music	<p>Stop! (Grime).</p> <ul style="list-style-type: none"> • Listen and appraise • Singing (tone, volume & pitch) • Performing to an audience 	<p>Lean on me (Soul/Gospel)</p> <ul style="list-style-type: none"> • Listen and appraise • Singing (tone, volume & pitch) • Performing to an audience
PE	<p>Gym Sequences</p> <ul style="list-style-type: none"> • Travelling using a range of rolls and turns and focus on the use of different body shapes to perform rolls. <p>Fitness: Step to the beat</p> <ul style="list-style-type: none"> • This type of exercise helps to build stamina (the ability to keep going for a long time before getting tired) and develop muscle tone 	<p>Dynamic Dance</p> <ul style="list-style-type: none"> • Creating a sequence with repeating patterns of movements. <p>Fitness: Gymfit Circuits</p> <ul style="list-style-type: none"> • Introduction of sport-specific circuits. Circuits can be performed for general overall fitness and they can also be used as a way of improving fitness in a way that is specific to a particular sport. The children will cover the following sports in this unit: rugby, hockey, netball, cricket, football and tennis

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<p>PSHE</p>	<p>Keeping myself safe (includes aspects of safe internet use, drugs and Relationships Education)</p> <ul style="list-style-type: none"> • Danger, risk or hazard • Picture wise • How dare you? • Medicines-check the label • Keeping ourselves safe 	<p>Rights and responsibilities (Includes money/living in the wider world/environment)</p> <ul style="list-style-type: none"> • Who helps us stay healthy and safe? • It's your Right • How do we make a difference? • In the news! • Safety in numbers • Log quiz • Why pay taxes?
<p>RE</p>	<p>What Do Sikhs Value?</p> <ul style="list-style-type: none"> • To understand that uniforms express the idea of equality • To understand that Guru Nanak Ji is the founder of Sikhism and not worshipped as a God • To understand that Sikhs have special symbols which reflect Sikh identity, including the Five Ks • To investigate the Sikh place of worship, the Gurdwara 	<p>How Does Lent Help Christians Prepare For Easter?</p> <ul style="list-style-type: none"> • To understand that Christianity is a worldwide religion • understand that Christians prepare for Easter in different ways • understand why Jesus spent time in the wilderness and why Christians observe Lent • To understand the significance of the symbols used in Easter celebrations. • To begin to look at links with the Jewish Passover.

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<p>Reading</p>	<p>Class Reader; Firework-Maker's Daughter</p> <ul style="list-style-type: none"> • Vocabulary: give. Explain meanings of words in context • Inference: Make inference from the text • Prediction: Predict what my happen from the details stated or implied • Explain: Explain how content is related and contributes to meaning • Retrieve: retrieve and record key information from text. • Summarise/Sequence: Summarise main ideas from more than one paragraph. <p>Additional texts</p> <ul style="list-style-type: none"> - Poetry and non-fiction texts - Mountains and Volcanoes - Diary – famous mountaineers 	<p>Class Reader; Firework-Maker's Daughter</p> <ul style="list-style-type: none"> • Vocabulary: give. Explain meanings of words in context • Inference: Make inference from the text • Prediction: Predict what my happen from the details stated or implied • Explain: Explain how content is related and contributes to meaning • Retrieve: retrieve and record key information from text. • Summarise/Sequence: Summarise main ideas from more than one paragraph. <p>Additional texts</p> <ul style="list-style-type: none"> - Non-fiction – Anglo Saxons - Non – fiction – Sutton Hoo
<p>Science</p>	<p>States of Matter</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • 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 (°C) 	<p>Sound</p> <ul style="list-style-type: none"> • 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.

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<p>Writing</p>	<p>Writing to Entertain</p> <p>Poem about mountains using a range of figurative language</p> <p>Diary account based on the viewpoint of a mountaineer</p> <p>Narrative, adventure story of a yeti</p> <p>Using:</p> <ul style="list-style-type: none"> • Direct speech • Time connectives • Past tense • First person • Third person • Use paragraphs to organize in time sequence s • Use fronted adverbials to show how/when an event occurs • Use expanded noun phrases to add detail & description • Use subordinate clauses to add detail or context • Use nouns & pronouns for clarity and cohesion • Figurative language – Personification, Similes, Metaphors, Alliteration, Onomatopoeia, 	<p>Writing to Inform</p> <p>Leaflet about the Anglo- Saxons</p> <p>Letter informing a friend about Sutton Hoo.</p> <p>Recount written by Basil Brown archaeologist at Sutton Hoo</p> <p>Using:</p> <ul style="list-style-type: none"> • Headings • Sub-headings with paragraphs • Noun Phrases/ Expanded noun phrases • Conjunctions: Coordinating, causal and time • Fronted adverbials with commas • Pronouns • Use expanded noun phrases to inform • Use commas to separate adjectives in a list, • Begin to use present perfect tense to place events in time
<p>Trips and Visits</p>		