

English Sustainability

- Persuasive argument
- Non-chronological report

Romans

- Retelling of a myth

Scientific Enquiry

Sound:

- Observe and name a variety of sources of sound
- Notice that we hear with our ears
- Identify how sounds are made, associating some of them with something vibrating
- Find patterns between the volume of sound and the strength of the vibrations that produce it
- Identify similarities and differences between sounds in different ways

Digestive System

- Investigate the functions of the teeth
- Know how to look after our teeth
- Describe the parts and functions of the digestive system
- Recognise what a food chain is

Geography

- How can we live more sustainably?
- During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:
- Describe and explain using examples what living sustainably means;
- Identify, describe and explain the differences between renewable and non-renewable resources;
- Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable;
- Understand in basic terms how solar panels and wind turbines generate electricity;
- Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing;

Year 4 Spring 2020

Spring 1 The Romans

Spring 2 Sustainability

Design & Technology

Children will be exploring, designing and making their own Roman catapults.

- To design a final product.
- To use a range of tools and equipment to perform practical tasks.

Computing

- The children will be looking at coding and logo programmes over the course of the term.

Art

- Soundwave art

Maths

- Multiplication and Division
- Area
- Fractions
- Decimals

Physical Education

- Yoga
- Bootcamp

Religious Education

Incarnation:

- Identify the difference between a 'Gospel' which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean.
- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas about what the God of Christianity is like.

Salvation

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.

People of God

- Make clear links between the story of Abraham and the concept of faith.
- Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities.
- Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.

Music

Continuing to learn through Sea shanties:

To perform: Maintain a simple part within a group.

To compose: Choose, order, combine and control sounds to create an effect.

To transcribe: Recognise the notes EGBDF and FACE on the musical stave

History

Study of the Romans:

- To find out who the Celts were.
- To understand chronology and reasons for invasion.
- To explore role of Boudicca in Roman history.
- To understand life as a Roman gladiator.

PSHE

New beginnings

Keeping safe in the community

Objectives for Year 4 Term 2

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Tell a story which is clear, structured and detailed Recognise and analyse formal/informal registers when listening Address alternative opinions in discussion</p> <p>Drama Choose vocabulary and movement to match the place and time in a scene</p>	<p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Retell myths and legends focusing on the themes</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify how the layout in book and screen-based texts aids the reader Select and discuss effective words and phrases e.g. figurative language Recognise the viewpoint of the author Make connections between texts in terms of plot, similar characters, same author etc.</p> <p>Being a Researcher Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p>Planning, Composing and Evaluating Generate ideas for their writing Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes Write in the style of an author or poet who has been studied Write a satisfying ending Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 4)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use adverbs to express frequency e.g. often and manner e.g. loudly Identify and recognise adverbial phrases and clauses Use fronted adverbials Use commas to mark off fronted adverbials Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was Fully understand the difference between plural and possessive s Use apostrophes to show plural possession e.g. The boys' house</p>	<p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words with the -tion ending Spell words with the -sion ending Spell words with the -ssion ending Spell words with the -cian ending Add suffixes to words ending in -f, -ff, -ve and -fe Spell more common homophones Spell plural words with possessive apostrophes e.g. girls', children's Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion (ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Improve the quality of handwriting by tackling any issues consistently Present on-screen texts which will appeal to the reader</p>