

D&T

- ❖ Learn about electrical items & how they work.
- ❖ Analyse & evaluate electrical products
- ❖ Design a product
- ❖ Make & evaluate a torch

English

Text types to be covered:

- ❖ Multiple narrator recount
- ❖ Adverts
- ❖ Sagas
- ❖ Portal Story
- ❖ Lyric poetry – linked to 'Macbeth'

OBJECTIVES ON PAGE 2 OF THIS DOCUMENT

Science

Spring 1

- ❖ Recognise that sound is made by something vibrating
- ❖ Associate pitch with the feature of the object making the sound
- ❖ Associate volume with the strength of vibrations
- ❖ Understand that sound gets fainter the further away it is from the source of the sound
- ❖ Identify parts of the ear and explain the functions of the outer, middle and inner ear

Spring 2

- ❖ Identify common appliances that run on electricity – both mains operated and battery operated.
- ❖ Recognise what is needed in order to make a bulb light in a circuit.
- ❖ Recognise and name some of the components that can be used to make a circuit

PE

Gymnastics

- ❖ Identify and practise symmetrical and asymmetrical body shapes
- ❖ Use balancing and linking movements
- ❖ Perform movements in canon and in unison
- ❖ Perform and evaluate own and others' sequences

Dance

- ❖ Identify and practise patterns and actions of line dancing
- ❖ Demonstrate an awareness of the music's rhythm and phrasing when improving
- ❖ Create partnered dances that reflect the line dancing styles and apply the key components of dance.
- ❖ Perform and evaluate other's work



YEAR 4 – Spring 2024

The Vikings Earthquakes

Maths

Spring 1

- ❖ Multiplication and Division
- ❖ Length
- ❖ Perimeter

Spring 2

- ❖ Fractions
- ❖ Decimals

Whole Class Reading

- ❖ 'Nim's Island'
- ❖ 'The Firework Maker's Daughter'
- ❖ 'The Tunnel' by Anthony Browne
- ❖ 'The Iron Man' by Ted Hughes

History

- ❖ Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'
- ❖ Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were
- ❖ Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread
- ❖ Identify and describe the design features of a long-ship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain
- ❖ Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment
- ❖ Identify and describe the distribution of those areas of Britain settled by Viking Norsemen
- ❖ Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed
- ❖ Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed
- ❖ Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably 'great' and justify their decision
- ❖ Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066

Computing

Spring 1

- ❖ Learn the structure of the language of 2Logo
- ❖ Input simple instructions in 2Logo
- ❖ Use and build procedures in 2Logo

Spring 2

- ❖ Learn how to animations are created by hand
- ❖ Use 2Animate to create an animation that includes a background and sound.
- ❖ Edit and evaluate animations

Art

- ❖ Use more than one colour to layer in a print
- ❖ Replicate patterns from observations
- ❖ Make printing blocks from polystyrene tiles
- ❖ Make repeated patterns with precision



Geography

- ❖ Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources
- ❖ Observe and record the distribution of earthquakes in New Zealand over the past two hundred years
- ❖ Identify, describe and explain the causes of earthquakes
- ❖ Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world
- ❖ Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction
- ❖ Identify, describe and explain the causes of volcanoes
- ❖ Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand

Religious Education

Spring 1- Salvation

- ❖ Describe different philosophical and theological answers to questions about sacrifice
- ❖ Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world
- ❖ Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims
- ❖ Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.

Spring 2- People of God

- ❖ Describe two things that Christians/Hindus do to show their faith.
- ❖ Give reasons why Christians/Hindus help other people, noting similarities and differences.
- ❖ Give examples of how being part of a faith community can be both inspiring and challenging.

Objectives to teach in every term in Year 4			
In addition to previous learning, pupils should learn how to...			
Reading	Reading	Writing	Transcription
<p>Becoming a Reader Develop a love of books and reading Value and enjoy reading in their spare time Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves Identify and remember common structural and language conventions in different text types <u>Independently read for a range of purposes</u></p> <p>Word Reading Continue to use phonic knowledge and skills with unfamiliar words 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>Fluency <u>Read Year 4 texts fluently</u></p>	<p>Reading Comprehension Understand that words can have varied meanings depending on the context Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) Empathise with characters and their situations Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc. Ask questions to improve their understanding of a text Ask questions about character and motivation, vocabulary and plot Apply previous retrieving objectives to year 4 texts Check that the text makes sense to them and discuss their understanding <u>Use textual details and examples to support inferences and explanations about a text's meaning</u> Use precise language to encapsulate an inference made Predict what may happen and explain using stated and implied detail from the text <u>Summarise a text using the key points</u> <u>Answer questions giving evidence from the text in their response</u></p> <p>Becoming 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 Collect ideas for writing from the world around them <u>Generate ideas for their writing, by combining observations, reading and imagination</u> <u>Plan and write their own texts for a specific (often real) audience and a clear purpose based on the underlying structures, grammar and vocabulary of texts that they have studied</u> Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Use exciting and interesting vocabulary appropriate to the text type Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 4) Improve their writing by using some new vocabulary (from Appendix B – year 4) Proof-read their work for spelling, grammar and punctuation errors <u>Change vocabulary and grammar for consistency and impact</u> <u>Edit their work effectively and make improvements based on this</u> Evaluate the work of others and suggest improvements Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear</p> <p>Grammar and Punctuation Use correct grammatical terminology when discussing their writing</p>	<p>Spelling Use a dictionary to check words <u>Combine phonics, morphology and spelling conventions to spell unfamiliar words</u> Investigate spelling patterns and conventions Use etymology to aid spelling 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>

+ Objectives to teach in the Spring Term of Year 4			
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>Becoming a Reader Retell myths and legends focusing on the themes</p> <p>Reading Comprehension <u>Extract information from a text when information is hidden within a longer paragraph</u> Make inferences from evidence found throughout a paragraph Recognise the viewpoint of the author Identify how the layout in book and screen-based texts aids the reader <u>Select and discuss effective words, phrases and sentences e.g. figurative language</u></p>	<p>Planning, Composing and Evaluating <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u> Create writing which is organised, imaginative and clear Write in the style of an author or poet who has been studied Experiment with layout when writing poems</p> <p>Grammar and Punctuation Fully understand the difference between plural and possessive s Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was Use adverbs to express frequency e.g. often and manner e.g. loudly Recognise adverbial phrases and clauses <u>Use fronted adverbials</u> Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, before (EXS KS2) Use commas to mark fronted adverbials (contributes to EXS KS2 and GD KS2) Use apostrophes to show plural possession e.g. The boys' house (contributes to EXS KS2 and GD KS2)</p>	<p>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 <u>Add suffixes to words ending in -f,-ff, -ve and -fe</u> 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 (WTS KS2)</p> <p>Handwriting and Presentation Improve the quality of handwriting by tackling any issues consistently <u>Present on-screen texts with some appeal to the reader</u></p>