

YEAR 4 - SPRING 1



English		Maths	
<p>Fiction: 'Charlotte's Web' - E. B. White</p> <p>Non-fiction: Formal Letters 'One Plastic Bag' by Miranda Paul</p> <p>Poetry: 'The Lion & The Unicorn' & 'I'm a Gnu'</p>		<p><i>See Maths Plan</i></p>	
Science	Computing	History	
<p><u>Key Question/Theme:</u> <i>Electricity</i></p>	<p><u>Key Question/Theme:</u> <i>How can an algorithm be changed?</i></p>	<p><u>Key Question/Theme:</u> <i>How have punishments changed over the centuries?</i></p>	
<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models. Reporting findings from their experiments, including the oral and written explanation of results, explanations involving casual relationships and conclusions. Finding and using using simple scientific language, drawings, labelled diagrams etc. 	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Designing, writing and debugging programs that accomplish specific goals. Using sequence, selection and repetition in programs. Using logical reasoning to explain how some algorithms work. Detecting and correct errors in algorithms. 	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <u>Making historical enquiries</u> Comparing and developing a judgment on crime and punishment during Anglo/Saxon and Tudor times, <u>Understanding the diversity of societies</u> Interpret written and picture sources of how prison conditions differ in different parts of the world, <u>Thinking critically</u> Researching key facts /statistics of the harshest prisons in the world and using them in persuasive speech/letter. 	
PSHE	RE		Design and Technology
<p><u>Key Question/Theme:</u> <i>Living in the Wider World</i></p>	<p><u>Key Question/Theme</u> <i>Christianity</i></p>		<p><u>Key Question/Theme:</u> <i>Light it Up!</i></p>
<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) Career (including enterprise, employability and economic understanding) 	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Referring to religious figures, artefacts and buildings Explaining the practises and lifestyles involved in belonging to the Christian faith. Understanding religious practises and lifestyles. Identifying the impacts of beliefs and practices on people's lives. 		<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Understanding and using electrical systems in their products. Researching and developing design criteria to inform the design of a functional product. Developing ideas through discussions, diagrams and computer aided designs. Selecting from a range of materials and equipment according to their functional properties. Evaluating their ideas against their own design criteria and consider views of others to improve their work.

Music	French	PE
<p>Key Question/Theme: <i>Music Express Unit</i></p>	<p>Key Question/Theme: <i>'Tell Me a Story & 'Sporting Lives'</i></p>	<p>Key Question/Theme: <i>PE Skills & Swimming (Specialist Teacher)</i></p>
<p>Key Skills: Pupils will be able to:</p> <ul style="list-style-type: none"> • Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and composing music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language, and link the spelling, sound and meaning of words. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Appreciate stories, songs, poems and rhymes in the language. • Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms. • Read carefully and show understanding of words, phrases and simple writing. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming & Water Safety</p> <ul style="list-style-type: none"> • Swimming competently, confidently and proficiently over a distance of at least 25 metres • Using a range of strokes effectively. • Perform safe self-rescue in different water-based situations.