

Religious Education

Branch 3: Galilee to Jerusalem

- Catholics believe that through the miracles we understand Jesus is fully God and fully human. This belief is called the incarnation.
- Catholics believe that Jesus is the Messiah, as foretold by John the Baptist, but presents as a servant king rather than a triumphant king.
- Catholics believe that Jesus showed us that God's kingdom includes those who are excluded by society.
- Catholics believe the Creed is said at Mass as a profession of faith.
- Catholics believe that God forgives in the sacrament of Reconciliation.
- Catholics believe that there are organisations or people inspired by Jesus who work with those excluded by society.

Branch 4: Desert to Garden

- Catholics believe the parable of the prodigal son teaches us God loves everyone and He can and wants to forgive people's sins.
- Catholics believe that Lent is a time to make a new start by loving God with their whole heart. When people love God, they want to help others.
- Catholics believe Holy Week begins on Palm Sunday and marks the celebration of Jesus' passion, death and resurrection.
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- Catholics believe in the corporal and spiritual acts of mercy.
- Catholics believe some people live their lives as the works of mercy for those oppressed by poverty.

English:

In English we will be building on foundational grammar skills, improving our handwriting, reading a range of poems, fiction and non-fiction books, writing to inform and entertain.

Writing to entertain:

- Narrative
- Shape Poetry

Writing to inform:

- recount

Grammar:

- Apostrophes
- Speech
- Noun Phrases
- Suffixes

Handwriting:

- Write in a joined and neat handwriting style.

Science:

Sound

Pupils should be taught to:

- 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.

Electricity

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

Energy

Art:

Light & Proportion

- Identify and draw the effect of light.
- Consider scale and proportion including placement and dimension.
- Work on a variety of scales.
- Pencil sketching

Key artists:

- Jaison Canelli – busting sun.
- Cathy Hirsh – Sunlight in the park.
- William Holman Hunt – light of the world.

Mathematics:

Calculating with multiplication & division

- Using and explaining short division & applying multiplication and division in further contexts

Fractions

- Interpreting fractions in different ways, understanding mixed numbers and improper fractions, adding and subtracting fractions with the same denominator & solving problems involving fractions of a quantity

Time

- Understanding and using clocks, understanding relationships between units of time & solving problems involving time

Decimals

- Exploring fractions and decimals, comparing and ordering numbers with one and two decimal places, rounding decimals to the nearest whole number, calculating with decimals, representing and writing decimals & multiplying and dividing decimals by 10 and 100

Area & Perimeter

- Exploring the perimeter of rectangles, finding the perimeter of composite rectilinear shapes, understanding area & calculating area

Spanish:

Me Presento

- I will use basic greetings, ask somebody how they are feeling and reply when asked to me. I will ask somebody their name and reply when asked to me.
- I will recall numbers 1-10 and count from 11-20.
- I will learn how to ask somebody how old they are and reply when asked to me.
- I will learn how to ask somebody where they live and reply when asked to me.
- I will learn how to express my nationality and understand basic gender agreement rules

Mi Familia

- I will learn the nouns and articles/determiners for several family members.
- I will learn how to swap the article/determiner 'a/an' with a family member noun for the possessive adjective 'my'.
- I will learn to answer the question '¿Tienes Hermanos?' (Do you have any siblings?)
- I will learn how to introduce family members, learning to use 'se llama' (he/she is called).
- I will use my knowledge of larger numbers to be able to describe the age of family members.

Year 4 Spring term

Who lives in Antarctica?



What changed in Britain after the Anglo-Saxon invasion?

Computing:

Website Design

- Developing research, word processing, and collaborative working skills, learning how webpages and websites are created, exploring how to change layouts, embed media and link between pages.

Computational Thinking

- Developing the four areas of computational thinking through a range of plugged and unplugged activities.

Geography:

Who lives in Antarctica?

- To understand the position and significance of lines of latitude.
- To describe the location and physical features Antarctica.
- To describe the human features of Antarctica.
- The use four-figure grid references to plot Shackleton's route to Antarctica.
- To plan a simple route on a map using compass points.
- To follow instructions involving compass points and map a simple route.

History:

What changed in Britain after the Anglo-Saxon invasion?

- To evaluate the causes and consequences of the Anglo-Saxon and Scot invasion of Britain.
- To identify change and continuity in Iron Age and Anglo-Saxon settlements.
- To explore Anglo-Saxon beliefs by making inference about Sutton Hoo.
- To identify how Christianity spread in Britain in the Anglo-Saxon period.
- To explore bias by evaluating source about Alfred the Great.
- To evaluate how and why Anglo-Saxon rule ended.

D&T:

Textiles – Fastenings

- Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.

P.E:

The children will learn to:

- Invasion games.
- Improve their basic skills.
- Games and gymnastics

PSHE:

Keeping Safe Online

- Sharing online
- Chatting online

Media Literacy and digital resilience

- Assess the reliability of sources of information
- Make safe reliable choices from search results
- How information is ranked, selected and targeted at specific individuals

Keeping Safe

- Safe in my body
- Drugs, alcohol and tobacco
- First aid heroes

Religious understanding

- A community of love
- What is the church?

Shared responsibilities

- The relationship between rights and responsibilities

Communities

- Stereotypes.
- Prejudice

Music:

Musical Spotlight: Musical Structures

Social Question: How Does Music Bring Us Together?

Look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music.

Musical Learning: Easter Production

- Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture.
- Rehearse and learn songs from memory and/or with notation.
- Sing expressively, with attention to breathing and phrasing, staccato and legato.
- Sing 'on pitch' and 'in time'.