



Year 4 Spring Term Overview 2021-22

**English**

Key texts will include :  
The Great Kapok Tree

Persuasive letter writing.  
Descriptive writing.  
Balanced arguments.  
Editing and improving skills.  
Finding and retrieving information from non-fiction texts.  
Deduce and infer meaning from texts.

**P.S.H.E.**

Pedestrian Training  
Road and pedestrian safety in our local area.  
JIGSAW  
Dreams and Goals:  
Hopes and Dreams  
Stay motivated when doing something challenging  
Broken Dreams  
Keep trying even though things are difficult  
Overcoming Disappointment  
Work well with a partner or in a group  
Creating New Dreams  
Have a positive attitude  
Creating New Goals  
Help others to achieve their goals

Evaluating the effectiveness of a product and suggesting ways to improve their own design.

**Maths**

Multiplication.  
Division.  
Measurement- area.  
Fractions  
Decimals

**Art**

Artist: Henri Rousseau  
Drawing our own impression of Rainforest animals in the style of Rousseau.  
Sketch different leaf shapes and experiment with making different shades of greens.  
ARTIST: Barbara Hepworth  
Hepworth  
Creating sculptures in the style of Barbara Hepworth.

**Geography**

To look at the different layers that make up the rainforest. Who lives there and why?  
To understand the terms village, town, city, county, country and continent.  
To know the difference between the British Isles, Great Britain and the UK.  
To investigate the differences between different cities.

**Science**

Food chains and habitats.  
Classification of living things.  
Using sorting databases to classify living things.  
Teeth and eating.

**P.E**

Outdoor and Adventurous Activities.  
Activities at Robinwood and problem solving games  
Dance  
Creating a sequence of movements as a spy.  
Gymnastics  
To develop individual and partner balances and create a partner sequence to include apparatus.

**Music**

Playing a musical instrument:  
Steel Pans/ Glockenspiels  
Steel Pans with Holly Cannon/  
Charanga- Glockenspiels  
Singing:  
Performing songs with Andrew Clarence  
Charanga- Stop!  
Listening to, performing and evaluating music.

**Computing**

Creating Media-Audacity  
To use a digital device to record and edit sound.  
Programing-Scratch  
To design a project in Scratch that includes repetition.  
Creating algorithms and debugging code.

**French**

Je me presente!  
Personal information  
Days of the week  
Weather  
Phonemes  
Rhymes and songs.

**Design Technology**

Designing and making sandwiches.

**R.E**

Islam  
Worship at home and the Mosque  
Christianity  
Importance of Easter

# End of Year Expectations

To explore and use classification keys to help group, identify and name a variety of living things in local and wider environment.  
To recognise that environments can change and that this can sometimes pose dangers to living things.

reasons.  
To describe some key ideas, techniques and working practises of artists, architects and designers who he/she has studied.  
To experiment with different styles which artists have used.

## Computing

Creating Media  
To use other input devices such as cameras or sensors.  
To select, use and combine a variety of software on a range of digital devices to accomplish given goals, with support.  
Programming  
To understand how simple coding works.  
To pick apart a programme to reveal how it works.  
To decompose programs into smaller parts.  
To use logical reasoning to detect and correct errors in algorithms and programs.

## Music

Charanga  
To confidently recognise a range of musical instruments and the different sounds they make.  
To confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.  
To use musical language to appraise a piece or style of music.  
To copy increasingly challenging rhythms using body percussion and un-tuned instruments where appropriate.  
Singing  
To sing as part of an ensemble with confidence and precision.  
To play and perform in solo or ensemble contexts with increasing application.  
Musical Instruments  
To play and perform in solo or ensemble contexts with increasing application.

## English

See National Curriculum for full list of objectives.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

## History

Geography focus this term.

## PSHE

Dreams and Goals  
I can reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals  
I have a deeper understanding of good and not so good feelings, and am able to explain both the range and intensity of my feelings to others

## Maths

See National Curriculum for full list of objectives.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335158/PRIMARY\\_national\\_curriculum\\_-\\_Mathematics\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf)

## DT

To understand what makes a healthy balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.  
To know what to do to be hygienic and safe, when preparing food.  
To understand seasonality and the advantages of eating seasonal and locally produced food.  
To explain the origin of a variety of ingredients.  
To read and follow recipes which involve several processes, skills and techniques.  
To use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.

## Science

To gather, record, classify and present data with increasing independence in a variety of ways to help answer questions. To recognise that living things can be grouped in a variety of ways.

## Art

To use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.  
To organise line, tone, shape and colour to represent figure and forms in movement.  
To show reflections in own paintings and drawings.  
To articulate how he/she might improve own work using technical terms and

## End of Year Expectations

To evaluate own product, thinking of both appearance and the way it works.

### RE

Can use a range of religious vocabulary to express their understanding

Can identify a range of religious buildings and talk about their features and functions

Can identify challenges of commitment in their own life as well as those belonging to a faith and how they are expressed in a variety of ways

Can begin to give meaning to a range of forms of religious expression

Can use a range of religious vocabulary to express their understanding

Can begin to show an understanding of religious and other responses to ultimate, big and ethical questions

To know that there are different beliefs about life after death and how they can influence individual and family life

Can question matters of right or wrong to show they have an understanding of moral and religious teachings

Can begin to give meaning to a range of forms of religious expression

To name and locate counties of the UK.

To locate and name some main islands that surround the UK.

To list six cities in the UK and locate them on a map.

To know the difference between the British Isles, Great Britain and UK.

### Geography

To explore features on OS maps using 6 figure grid references.

To recognise the different shapes of continents

To demonstrate knowledge of features about places around him/her and beyond the UK.

To carry out research to discover features of cities and villages.