**Year 4 Overview- Spring 1 2019-2010**

**Breathing Fire!**

|  |  |  |
| --- | --- | --- |
| **English**  | **Maths** | **Science** |
| **Writing*** Adventure Stories
* Persuasive Letters
* Poetry (nonsense)

sive Letter* Poetry (nonsense

**Spellings** * -ation (added to verbs to form nouns)
* -ly
* Year 3/ 4 common exception words
 | **Reading** Class Novel- **The Land of Roar** by Jenny McLachlan

|  |  |
| --- | --- |
| Vocabulary | Development of skills across a range of genres and through the curriculum.  |
| Inference-  |
| Prediction |
| Explain |
| Retrieve |
| Summarise |

Development of reading accuracy and fluency across a range of age appropriate and challenging texts. | **Multiplication and Division** * 11 and 12 x table
* Multiplying 3 numbers
* Factor pairs
* Efficient multiplication
* Written methods- multiply 2 and 3 digits by 1 digit. (short method)
* Written methods- divide 2 and 3 digits by 1 digit (bus stop)
* Correspondence problems

**Area*** What is area?
* Counting squares
* Making shapes
* Comparing area

**Times tables up to and including 12x12** | ***Prior learning:****Identify that animals need the right amount of nutrition.* **Animals Including Humans*** Describe the simple functions of the basic parts of the digestive system in humans.
* Identify the different types of teeth in humans and their simple functions.

**Working Scientifically*** Use straightforward scientific evidence to answer questions to support their findings.
* Making systematic and careful observations.
 |
| **Foreign languages** |
| Speaking in sentences using familiar vocabulary, phrases and basic structures.  |
| **PSHE** | **History** | **Art and Design and Technology** | **Computing**  |
| ***Prior learning:*** *I know what it means to be resilient and to have a positive attitude.***Dreams and Goals*** I can describe the dreams and goals of a young person in a culture different from mine.
* I can reflect on how these dreams and goals relate to my own.
* Democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs.
 | ***Prior learning:****Observe small details – artefacts, pictures**Select and record information relevant to the study. Begin to use the library and internet for research. Roman links.* **Volcanos (Pompeii)*** Use evidence to build up a picture of a past event
* Choose relevant material to present a picture of one aspect of life in time past
* Ask a variety of questions
 | ***Prior learning:****Sculpture: I can make geometric forms and join them together to make more complex forms.* *I can combine materials to make patterns and textiles and describe objects.***Art- sculpture*** Make good choices of resources and references to help develop ideas.
* I can experiment with surface patterns and textures on a sculpture.
* I can analyse and interpret natural and man-made forms of construction.

**Design and technology*** Select a wider range of tools and techniques for making their product safely.
* Explain choice of tools and equipment.
* Plan how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.

  | ***Prior learning:****Confidently use the* ***shift key*** *to add punctuation/capitals whilst maintaining a speed of 10 words a minute.***Touch-typing*** Confidently use most punctuation and all letters whilst maintaining a speed of 15 words a minute.
 |
| **Geography** | **PE** | **RE** | **Music** |
| ***Prior learning:****Describe and understand key aspects of physical geography. Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.* **Volcanoes*** Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.
* Introduction to Volcanoes and earthquakes.
 | ***Prior learning:****Improve the quality of their flexibility, technique, control and balance through gymnastics.* **Indoor-** **Cognitive Skills*** Dynamic balance and co-ordination.
* I can explain what others are doing well.
* I can understand ways to judge performance

**Outdoor PE- Ball skills*** To be aware of others when playing games.
* To choose the correct skills to meet a challenge.
* To perform a range of actions, maintaining control of a ball.
* To catch with increasing control and accuracy.

**Swimming*** Working towards swimming competently, confidently and proficiently over a distance of at least 25m.
* Use a range of strokes effectively.
* Perform safe self-rescue in different water-based situations.
* Water safety
 | ***Prior Learning:*** *Last year, we studied how Sikhs show their commitment to God.* **Our key question this half term is:****‘How important it is to do what God asks them to do’.** * I can discuss why I would choose to follow an instruction not to eat certain foods.
* I can describe some of the things Jews do to show respect to God.
* I can start to identify how it would feel to keep Kashrut.
 | ***Prior learning****We used musical vocabulary to describe sounds; listen to and repeat simple rhythms with a steady pulse; and play a rhythmical pattern on an instrument.* **Glockenspiels*** Sustain a rhythmical melody on an instrument.
* Follow notation to play a rhythm.
* Listen to and repeat rhythms using a pause.
* Use musical vocabulary to describe how music changes.
 |