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

**Breathing Fire!**

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| **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. |