

Art and Design - Printmaking with lino

During this unit, children will:

- Explore the story quilts and tapestries created by Faith Ringgold.
- Plan a design that can be printed to tell a personal or shared story.
- Learn and practise block printing techniques using lino onto paper.
- Transfer a design onto fabric using printing techniques.
- Combine printed pieces into a collaborative tapestry and reflect on the process.

Computing - Creating Media: Audio Production

By the end of the term, children will:

- Know that sound can be recorded.
- Know that audio recordings can be edited.
- Recognise the different parts of creating a podcast project.
- Apply audio editing skills independently.
- Combine audio to enhance my podcast project
- Evaluate the effective use of audio.

English - Writing

In handwriting, children will learn how to:

- Join e - eat eac ead
- Join s - ask asp ast
- Join diagonally - un unn inn imm, ship ment ness less
- Join horizontally - rep rem rea reo
- Join y - ly ily ity ify
- Join w - owf owb owm owd
- Join m - umn umv umf
- Join w - wan was way wax
- Join l - lig rig tig mig

In spelling, children will learn how to:

- Spell Common Exception Words: answer, arrive, bicycle, calendar, centre, century, certain, circle, decide, describe, different, difficult, experience, extreme, famous, February, forwards, fruit
- Spell words with ending sounding like ze (sure and -ture)
- Spell homophones: peace/piece, main/mane and fair/fare. seen/scene.
- Spell words with the /eɪ/sound spelt ei, eigh, or ey
- Spell words with the /ʃ/ sound spelt ch (mostly French in origin) - eg. chef

Children will begin to learn how to:

- Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest]
- Use fronted adverbials [e.g. Later that day, I heard the bad news.]
- Use of the simple future tense [e.g. we will learn about Vikings].
- Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]
- Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window]
- Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs
- Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however]
- Use apostrophes to mark plural possession [e.g. the girl's name, the girls' names.
- Use of commas after fronted adverbials

- Use reporting clauses including a relative clause for description and specification
- Use inverted commas to punctuate quotes in non-fiction writing
- Use some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in... full of despair] Vernacular (everyday) language, including idioms [e.g. ...do your bit for the war. ...the words are stuck in my throat.]
- Use Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done]
- Use of paragraphs to organise ideas around a theme
- Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

### Geography - Map Skills

By the end of the term, children will know:

- That a place can be located using a 4-figure grid reference.
- How to read 4-figure grid references:
  - Locate the grids lines on the map.
  - Look at the bottom left corner of the square you are trying to identify.
  - Read the horizontal number first.
  - Read the vertical number next.
- Ordnance Survey maps use symbols and a key to help people locate places.
- How to use a key and symbols to locate a place on an OS Map.

### Maths

During this term, the children will learn the following aspects of maths:

#### Addition and Subtraction

- Solving number and practical problems that involve addition and subtraction using increasingly large numbers.
- Adding and subtracting numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimating and use inverse operations to check answers to a calculation
- Solving addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

#### Measure - Area

- Find the area of rectilinear shapes by counting squares
- Estimate, compare and calculate different measures, including money in pounds and pence

#### Multiplication and division

- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1
- Multiplying together three numbers

### Music - Fundamentals in music for Year 4

Pupils who are secure will be able to:

- Move and sing as a team, following the lyrics on the screen.
- Recognise minims, crotchets and quavers often by ear and reliably by sight.
- Perform rhythms accurately from notation and layer them to create a composition.
- Add appropriate sound effects to their performances using untuned percussion.
- Play a pentatonic melody on a tuned percussion instrument.
- Write and perform a pentatonic melody.

## PE

### Gymnastics

By the end of term, children will:

- Explain what happens to their body when they exercise and how this helps them feel healthy.
- Plan and perform sequences with a partner that include a change of level and shape.
- Provide feedback using appropriate language.
- Perform balances individually and with a partner.
- Watch, describe and suggest possible improvements to others' performances and their own.
- Understand how body tension can improve the quality and control of movements.

## Hockey

Children will:

- Delay an opponent and prevent the other team from scoring.
- Dribble, pass, receive and shoot the ball with increasing control.
- Move to a space to help their team keep possession and score goals.
- Provide feedback using key terminology.
- Use simple tactics to help their team score or gain possession.
- Share ideas and work with others to manage a game.
- Understand the rules of the game and use them honestly.

## PSHE

By the end of term, children will know:

- Some different types of harmful behaviour: Different types of harmful behaviour: bullying, discrimination, teasing, aggressive behaviour, online/cyber bullying, prejudice-based language, trolling
- The consequences of these types of behaviour.
- That diversity means understanding that each individual is unique and recognising our individual differences. These differences might be our culture, religion, how we look, our hobbies, etc.
- How to respond to people being unkind.
- How online content to affect other people's feelings.

## RE - For Christians, when Jesus left; what was the impact of Pentecost?

During this term, children will learn that:

- After Jesus' resurrection he spent time with his disciples and told them to wait in Jerusalem and then he went back to Heaven to be with God.
- The book of Acts in the New Testament tells Christians about the events on the day of Pentecost when the Holy Spirit was received by the disciples.
- Many of the disciples who received the Holy Spirit at Pentecost were baptised to show that their sins
- had been washed away and they were part of the Christian community.
- Christians today follow this example and guided and supported by the power of the Holy Spirit to carry on this work and spread the message in the UK and around the world, just as the book of Acts
- tells people the disciples did.

## Science

### Animals, including humans

By the end of term, children will know:

- The parts of the digestive system and their function.
- That adult humans have 32 teeth.
- The names and functions of the different types of teeth.
- How to construct a food chain.
- Understand the terms producer, consumer, predator and prey

## Spanish - Ma familia

In this unit pupils will learn how to:

- Use the nouns and articles/determiners for family members in Spanish.
- Move from using the article/determiner 'a/an' with a family member to using the possessive adjective 'my' in Spanish.
- Answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?) in Spanish.
- Introduce family members in Spanish, using 'se llama' (he/she is called)
- Use their knowledge of larger numbers in Spanish to be able to describe the age of family members.

Spanish	English
la familia 	the family
la madre 	the mother
la abuela 	the grandmother
la tía 	the aunt
la hermana mayor 	the older sister
la hermana menor 	the younger sister
el hermano 	the brother
el tío 	the uncle
el padre 	the father
el abuelo 	the grandfather
los padres 	the parents
los abuelos 	the grandparents
las hermanas 	the sisters
¿Cómo se llama?	What is he/she called?
se llama	he/she is called
mi	my (singular family members)
mis	my (plural family members)

Spanish	English
¿Tienes hermanos?	Do you have any siblings?
Sí, tengo un hermano.	Yes, I have a brother.
Sí, tengo una hermana.	Yes, I have a sister.
Sí, tengo dos hermanos.	Yes, I have two brothers.
Sí, tengo dos hermanas.	Yes, I have two sisters.
No, soy hijo único.	No, I am an only child (male).
No, soy hija única.	No, I am an only child (female).
¿Cuántos años tiene?	How old is he/she?
Tiene ... años.	He/she is ... years old.
diez	ten
veinte	twenty
treinta	thirty
cuarenta	forty
cincuenta	fifty
sesenta	sixty
setenta	seventy
ochenta	eighty
noventa	ninety
cien	one hundred