

### Art and Design - Abstract Art

During this unit, children will:

- Mix tertiary colours and identify complementary colours.
- Learn about Jackson Pollock and use art vocabulary to critique his work.
- Experiment with paint to create movement and energy.
- Work collaboratively to create a large abstract painting using Jackson Pollock's drip and splatter techniques.
- Use art vocabulary to evaluate a collaborative abstract painting.

### Computing - Programming - Repetition in Shapes

By the end of the term, children will:

- Program a computer by typing commands
- Explain the effect of changing a value of a command
- Create a code snippet for a given purpose
- Create a program in a text-based language
- Write an algorithm to produce a given outcome
- Use a count-controlled loop to produce a given outcome
- Create a program that uses count-controlled loops to produce a given outcome
- Develop a programme by debugging it.

### English - Reading

Children will explore the following texts as part of their reading journey:

- The Firework Makers Daughter by Phillip Pulman
- Tamarind and the star of Ishta by Jasbinder Bilan

### English - Writing

In handwriting, children will learn how to:

- Join to ascenders - al, all, alt, afl
- Join to and from the letter f - ff, lf, ife fy
- Join to and from the letter e - rec, red, ved, ves
- Join to and from letters in ear, are, rew, new
- Join to revise whole alphabet formation
- Join to and from the letter v - live, tive, sive, five
- Form break letters - bl, pl, gl
- Join for days of week

In spelling, children will learn how to:

- Spell Common Exception Words: grammar, group, guide, history, interest, length, material, medicine, mention, minute, notice, ordinary, particular, perhaps, popular, position
- Spell words where the g sound is spelt gu  
*Key words: guide, guitar, guard, guidebook, guest, guardian, guarantee, guess.*
- Spell words ending with -ture  
*Key words: future, nature, mixture, torture, venture, temperature and feature.*
- Spell homophones and near homophones  
*Key words: scene/seen, mail. Male, bawl, ball*
- Spell words with the prefixes anti and inter  
*Key words: international, intergalactic, interrupt, intervene, antibiotic, antidote, antihistamine.*
- Spell words ending sion, ssion, tion and cian  
*Key words: physician, optician, magician, politician, electrician, extension, collision, confusion, exclusion, infusion, explosion, profession, session, possession, mission, fiction, fraction, direction, attention.*
- Spell words ending sion, ssion, tion and cian

*Key words: physician, optician, magician, politician, electrician, extension, collision, confusion, exclusion, infusion, explosion, profession, session, possession, mission, fiction, fraction, direction, attention.*

Children will continue 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 - Mountains

By the end of the term, children will know:

- How different types of mountains are formed.
- Why contours are used on maps and how to identify what they mean.
- How to use an atlas and an index to locate some mountain ranges around the world and the United Kingdom.
- How compare the physical features of the Alps with the physical features of the Pennines.

### Maths

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

#### Multiplication and Division

- 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
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

#### Length and perimeter

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

#### Fractions

- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators

- Compare and order unit fractions, and fractions with the same denominators
- Recognise and show, using diagrams, families of common equivalent fractions

#### Music - Fundamentals in music for Year 4

Pupils who are secure will be able to:

- Recognise the use and development of motifs in music.
- Identify gradual dynamic and tempo changes within a piece of music.
- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. R
- Identify scaled dynamics (crescendo/decrescendo) within a piece of music.
- Use musical vocabulary to discuss the purpose of a piece of music.
- Compose a coherent piece of music in a given style with voices, bodies and instruments.
- Begin to improvise musically within a given style.
- Develop melodies using rhythmic variation, transposition, inversion and looping.
- Use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.

#### PE

##### Handball

During this term, children will:

- Develop attacking skills within the rules of the game.
- Develop movement skills to lose a defender and find space.
- Use space effectively to create shooting opportunities.
- Use defensive skills to intercept a pass and gain possession.
- Develop defending skills to delay an opponent and gain possession.
- Apply skills and knowledge to compete in a mini tournament.

##### Badminton

During this term, children will:

- To use the serve with consideration of attacking principles.
- Explore an underarm return with consideration of attacking principles.
- Explore an underarm return with consideration of attacking principles.
- Explore the overhead forehand with consideration of attacking principles.
- Select and apply skills and tactics to play competitively.
- Apply rules, skills and tactics to play in a tournament.

#### PSHE

By the end of term, children will know:

How to look after their teeth.

The implications of not taking care of their teeth well.

That as their bodies change, hormones can create body odours.

That hormones can make their mood change

That other people may look and act differently online and offline.

To identify times or situations when someone may need to limit the amount of time they use technology

#### RE - For Christians, what kind of world did Jesus want?

During this term, children will learn that:

- The first four people Jesus called to follow him were fishermen who were working on the Sea of Galilee.
- Each one of these decided to give up their work and become a follower of Jesus. Jesus asked them to become fishers of men.
- Jesus told stories to people to help them understand how they should live. These stories include the parable of the Good Samaritan.
- Disciples is a name for those who follow Jesus and believe that he is the Son of God.
- A Christian may decide to become a vicar and they work in their local community to tell people about Jesus and to help them as Jesus helped people.

## Science - Electricity

By the end of term, children will know:

- How to identify common appliances that run on electricity.
- How to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Know how to 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
- That a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Some common conductors and insulators, and associate metals with being good conductors