

YEAR 4 - SPRING 2



English		Maths	
<p>Fiction: 'Varjak Paw' - S. F. Said Non-fiction: Explanation Texts 'Poo: A Natural History of the Unmentionable' by Nicola Davis Poetry: 'The Lion and the Unicorn' & 'I'm a Gnu'</p>		<p><i>Following the Collins 'Busyant' scheme of work.</i></p>	
Science	Computing	Geography	
<p>Key Question/Theme: <i>What happens in our bodies when we eat? (The Digestive System)</i></p>	<p>Key Question/Theme: <i>How can I stay safe when surfing?</i></p>	<p>Key Question/Theme: <i>Global Warming - Myth or Fact?</i></p>	
<p>Key Skills:</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and recording and reporting findings in different ways. Using results to draw simple conclusions, make predictions for new values & suggest improvements. Identifying differences, similarities or changes related to simple scientific ideas and processes. Describing the simple functions of the basic parts of the digestive system in humans. Identifying the different types of teeth in humans and their simple functions. <p>Constructing and interpreting a variety of food chains, identifying producers, predators and prey.</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> Using technology safely, respectfully and responsibly. Recognising acceptable/unacceptable behaviour online. Identifying a range of ways to report concerns about content and contact. 	<p>Key Skills:</p> <ul style="list-style-type: none"> <u>Human and physical characteristics</u> - How is the global warming transformed our world <u>Knowledge of global climates</u> - Impact of climate change for different societies. To discover how wildlife is at risk from climate change. 	
PSHE	RE		Art & Design
<p>Key Question/Theme: <i>Living in the Wider World (Continued from Spring 1)</i></p>	<p>Key Question/Theme: <i>Christianity (Continued from Spring 1)</i></p>		<p>Key Question/Theme: <i>Bodies</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Risk (identification, assessment and how to manage) 	<p>Key Skills:</p> <ul style="list-style-type: none"> Referring to religious figures, artefacts and buildings Explaining the practises and lifestyles involved in belonging to the Christian faith. Understanding religious practises and lifestyles. 		<p>Key Skills:</p> <ul style="list-style-type: none"> Learning about great artists, architects and designers in history. Continuing to create a sketch books to record their observations and use them to revisit their ideas.

<p>risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)</p> <ul style="list-style-type: none"> • Diversity and equality (in all its forms) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) <p>Career (including enterprise, employability and economic understanding)</p>	<ul style="list-style-type: none"> • Identifying the impacts of beliefs and practices on people's lives. 	<ul style="list-style-type: none"> • Improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
Music	French	PE
<p>Key Question/Theme: <i>Music Express Unit</i></p>	<p>Key Question/Theme: <i>'Tell Me a Story' & 'Sporting Lives'</i></p>	<p>Key Question/Theme: <i>PE Skills & Swimming (Specialist Teacher)</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and composing music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language, and link the spelling, sound and meaning of words. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Appreciate stories, songs, poems and rhymes in the language. • Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms. • Read carefully and show understanding of words, phrases and simple writing. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming & Water Safety</p> <ul style="list-style-type: none"> • Swimming competently, confidently and proficiently over a distance of at least 25 metres • Using a range of strokes effectively. • Perform safe self-rescue in different water-based situations.