

# *Saint Austin's - Year 4*

## **Spring Term Overview**



### **RE**

- **Local Church – Community**
  - Belonging to a community
  - The life of the local Christian community
  - Acquire the skills of assimilation, celebration and application of the above
- **Eucharist - Relating**
  - Giving and receiving every day
  - The Eucharist challenges and enables living and growing in communion
  - Acquire the skills of assimilation, celebration and application of the above
- **Lent/Easter - Giving**
  - Self-discipline is important
  - Celebrating growth to new life through self-discipline
  - Acquire the skills of assimilation, celebration and application of the above

### **RSHE**

- **Physical** – To describe how we should treat others making links with the diverse modern society we live in

### **English**

- **Leon and the Place Between**
  - To explore, interpret and respond to illustrations in a picture book
  - To enjoy a story and discuss its meanings
  - To build an imaginative picture of a fantasy world, based on real life experiences
  - To explore these through role play and through writing in role
  - To write own stories based on the story read from another character's point of view
- **The Great Kapok Tree**
  - To explore global issues through a narrative text
  - To investigate how illustrations influence a reader's experience of a text
  - To explore how an author uses language to create empathy for an issue
  - To explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives
  - To use sound, images and video to expand the use of ambitious vocabulary
  - To develop creative responses to a text through drama and role-play
  - To innovate from a familiar text to plan and write own narratives
  - To respond to and evaluate own writing and that of others
- **Grammar and punctuation**
  - Standard English verb inflections
  - Apostrophes to show singular and plural possession
  - Paragraphs
  - Pronoun/noun choice to avoid ambiguity/repetition
  - Speech marks

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- **Spellings**

Please see the 'Spellings' on our class webpage. These words are for continuous practise throughout Year 4, please work on them often. By the end of Year 4, the children need to be able to spell all of these words correctly in their independent writing. The children will be tested on these words regularly in class and in a variety of ways. Spelling activities will be set in Google Classroom for the children to practise.

## **Maths**

In maths this term we will continue to practise our multiplication and division facts.

We will also practise and recall previous learning through our retrieval practice and Flash Back 4.

### **Multiplications and Division**

- ✓ Factors
- ✓ Multiplying by 10, 100
- ✓ Related facts
- ✓ Written methods for multiplication

### **Length and Perimeter**

- ✓ Measures in km and metres
- ✓ Perimeter of shapes
- ✓ Missing lengths

### **Fractions**

- ✓ Partition whole
- ✓ Mixed numbers and improper fractions
- ✓ Equivalent fractions
- ✓ Adding and subtracting fractions

### **Decimals**

- ✓ Tenths and hundredths as decimals and fractions
- ✓ Dividing by 10, 100

## **Art**

- **Traditional Indian Art**

- To explore the history and styles of Indian painting
- To explore the art displayed during the Indian elephant festival.
- To explore and create Mehndi patterns.
- To explore the Indian block-printing technique.
- To explore and create rangoli patterns.

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## **Computing**

- **Branching Databases**
  - Pupils learn about the concept of branching database and create their own using presentation software
- **Repetition and Forever Loops**
  - Pupil learn to use repeat loops in their code.

## **DT**

- **Torches**
  - I can investigate and analyse a range of existing battery-powered products.
  - I can gather information about needs and wants
  - I can generate, develop, model and communicate realistic ideas
  - I can select from and use tools and equipment to cut, shape, join and finish
  - I can evaluate my ideas and products against my own design criteria and identify the strengths and areas for improvement in my work.
  - I understand and can use electrical systems in my product, such as series circuits incorporating switches, bulbs and buzzers.

## **Geography**

- **Rainforests**
  - To find out what a rainforest is and where they are found.
  - To explore the layers of vegetation in a rainforest.
  - To investigate the climate of the rainforest
  - To find out about the people and settlements of the rainforest
  - To explore why the rainforest is under threat and the measures taken to protect it.

## **History**

- **Why did Shanghai gift the Chinese arch to Liverpool?**
  - Begin to find and construct answers from sources.
  - Find answers from sources that go beyond simple observations: make deductions.
  - Use a variety of sources to gain historical understanding
  - Construct an informed response from relevant historical evidence
  - Develop secure knowledge of local history
  - Address and devise historically relevant questions.
  - Demonstrate secure knowledge of local history
  - Construct an informed response from relevant historical evidence

## **PE**

- **Gymnastics**
  - To develop individual and partner balances.
  - To develop control in performing and landing rotation jumps.
  - To develop the straight, barrel, forward and straddle roll.
  - To develop the straight, barrel, forward and straddle roll.
  - To develop strength in inverted movements.

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- To be able to create a partner sequence to include apparatus.

### **PSHE**

- **Respect**

- To realise how important friendships are in making us feel happy and secure.
- To identify the characteristics of friendships
- To appreciate the importance of self-respect
- To understand that most friendships have ups and downs
- To recognise who to trust and who not to trust
- To recognise reasons for rules and laws
- To understand that bullying has a negative and often lasting impact
- To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others

- **Emergency Situations**

- To learn how to make a clear and efficient call to emergency services
- To understand concepts of basic first aid
- To learn how to respond to fire safety issues within school and in the home
- To identify the dangers water can pose and how these can be avoided or reduced

### **Science**

- **Animals Including Humans**

- Generate questions and use scientific evidence that is given to answer questions.
- Identify similarities related to scientific ideas.
- Set up a simple enquiry with support.
- Make observations, record findings and use results to draw simple conclusions.
- Name parts of the digestive system.
- Add functions to the parts of the digestive system.
- Identify the function of teeth in humans.
- Construct a simple food chain.

- **Electricity**

- They will learn to identify electrical and nonelectrical appliances.
- They will be able to explain, with support, how a circuit works.
- Children will be able to name at least two electrical conductors and insulators.
- They will be able to create a simple series circuit both with and without a switch.
- They will be able to accurately record their findings in a table.