

**Curriculum Overview**  
**Year 4 Spring Term 1 - 2023**  
**Whole School Theme: Systems and Structures**  
**Enquiry topic: Freedom is not free**

<u>Skills</u>		
<b>Research</b>	<b>Communication</b>	<b>Self-Management</b>
Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings	Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication,  Digital understanding	Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic
<b>Social, Diversity and Inclusion</b>	<b>Critical and Creative Thinking</b>	<b>Concept</b>
Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social responsibility, Global awareness, Leadership	Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Divergent thought, Metacognition	

Maths	English	Science	History
<p><b>Number – Addition and subtraction:</b> adding and subtracting mentally, written addition and subtraction.</p> <p><b>Statistics:</b> drawing and interpreting bar charts, time graphs and pictograms.</p> <p><b>Number – Multiplication and division:</b> multiplying using the expanded written method and solving multiplication word problems.</p> <p><b>Number – Decimals:</b> divide by 10 and 100. Understand place value to hundredths</p>	<p>Writing focus for this unit is <b>biographical recount</b>. We will read ‘Henry’s Freedom Box’ by Ellen Levine and ‘Who was Rosa Parks?’ These biographical recounts explore issues of slavery and segregation and link with our TOI inquiry statement ‘Freedom Is Not Free.’</p> <p><b>Reading comprehension</b> will involve retrieving information from different texts and well as drawing inferences such as characters’ feelings, thoughts and motives. We will also focus on writing and punctuating direct speech; apostrophes and adding suffixes.</p>	<p>Our learning question for science this term is: What systems and structures help us understand living things?</p> <p>We will focus on the following:</p> <ul style="list-style-type: none"> <li>Identifying life processes and what all living organisms have in common.</li> <li>Grouping living things in different ways.</li> <li>Classification keys - using and making.</li> <li>Food chains</li> </ul>	<p>Our learning question for History this term is: How have the sacrifices and work of others helped to grant us the freedoms we have today?</p> <p>Our study will be based primarily on WW11, in particular, the experiences of children.</p> <p>After gaining a basic understanding of the 5 Ws (who? what? why? where? when?) we will look in more detail at evacuation, rationing and propaganda. Children will continue their learning at home by researching ‘heroes’ who made sacrifices for the freedom of others.</p>
Geography	Computer Science	Music and Drama	PE/Games & Swimming
<p>We will use world maps to locate main countries involved in WW11</p>	<p>Our Inquiry Question in Computer Science is ‘How can we use video to explore our central theme?’</p> <p>Children will be improving their skills in taking and editing video and then creating a video about Systems &amp; Structures.</p> <p>We will look at how software and apps include tools that can be used to edit and improve projects.</p> <p>Key Skills;  - Adding clips, sequencing clips, Cutting clips.  - Adding Titles  - Adding Music</p>	<p><b>Music:</b></p> <p>Finalising our Instruments of The Orchestra topic.</p> <p>Beginning our Songs from Around the World topic exploring music, song and dance from different countries from around the world.</p> <p><b>Drama:</b>  Exploring the texts of Roald Dahl. Playscripts and improvising.</p>	<p><b>Basketball:</b></p> <p>To identify the components of a successful set shot. Learn the BEEF technique when shooting in isolation.</p> <p>To Introduce adapted/mini games.</p> <p>To choose, combine and perform skills more fluently and effectively.</p> <p>To begin to implement the use of some key rules.</p> <p><b>Rugby:</b></p> <p>To integrate activations exercises into training and pre-match sessions.</p>

			<p>To fall and present safely during contact.</p> <p>Tackling progressions E.g. Front-on, Side-on.</p> <p><b>Swimming:</b></p> <p>Reinforce skills learnt in previous term.</p> <p>To develop front crawl arm action, independent swimming &amp; sculling technique.</p>
<b>French</b>	<b>PSHEE</b>	<b>Art and Design</b>	<b>Religious Education</b>
<p>'La Fête des Rois' (The Festival of Kings)</p> <ul style="list-style-type: none"> <li>- We will be learning about this lovely French tradition, which takes place during Epiphany</li> <li>- We will study the story 'T'choupi aime la galette'</li> </ul> <p>More revision of numbers</p> <p>Sports &amp; hobbies</p> <p>Giving opinions using 'j'aime'</p> <p>Saying what you like to do or do not like to do</p>	<p>How can we change negative thoughts and habits?</p> <p>Children will reflect on 2022 and consider goals they would like to set for 2023. They will then create inspiring vision boards for 2023.</p> <p>Children will consider steps required to achieve goals and learn strategies for dealing with setbacks.</p> <p>They will then go on to think about dream jobs and helpful characteristics.</p> <p>Linking with English, they will also address issues of prejudice and discrimination.</p>	<p>How did Artists contribute to the war effort during WW2?</p> <p>A study of propaganda posters.</p>	<p>Our learning question for RE this term is: What is the significance of Easter in today's society?</p> <p>Children will learn about the Christian Easter story. They will focus on the theme of sacrifice in order to begin to understand Easter's significance to Christians and then consider the implications and meaning of this festival to the wider non-Christian world.</p>