

Curriculum Overview
Year 4 Spring Term 2 - 2024
Whole School Theme: Systems and Structures
Enquiry topic: Freedom is not free

<u>Skills</u>		
Research	Communication	Self-Management
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
Social, Diversity and Inclusion	Critical and Creative Thinking	Concept
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	Freedom has a price

Maths	English	Science	History
<p>Number – Addition and subtraction: adding and subtracting mentally, written addition and subtraction.</p> <p>Statistics: drawing and interpreting bar charts, time graphs and pictograms.</p> <p>Number – Multiplication and division: multiplying using the expanded written method and solving multiplication word problems.</p> <p>Number – Decimals: divide by 10 and 100. Understand place value to hundredths</p>	<p>Writing focus for this unit is biographical recount. 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>Reading comprehension 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"> Identifying life processes and what all living organisms have in common. Grouping living things in different ways. Classification keys - using and making. Food chains 	<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 five W’s (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 WWII</p>	<p>Building on our previous work in animation and audio-visual work we will be looking into creating, recording and editing videos, with a focus on short-form content via Flip.</p>	<p>Music: 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>Drama: Exploring the texts of Roald Dahl. Playscripts and improvising.</p> <p>Year 3 & 4 pupils will also be working towards a Spring production. Children will be learning how to read a script, memorise lines, learn songs and develop their acting skills and stage presence.</p>	<p>Basketball:</p> <p>Protecting the ball - using the pivot to protect the ball.</p> <p>To begin to apply basic principles suitable for defending.</p> <p>Defence techniques – man-to-man and zonal.</p> <p>To learn the BEEF technique when shooting in isolation and begin to use in a game situation</p> <p>Offensive play in a conditioned game, beating your partner when dribbling a ball.</p>

			<p>To Introduce 4v4 or adapted game. Begin to use some additional rules E.g. double dribble, travelling.</p> <p>Touch Rugby:</p> <p>To be able to perform basic passing & receiving with accuracy.</p> <p>To develop their understanding and knowledge of the basic rules of touch rugby.</p> <p>To understand the importance of width in order to attack.</p> <p>To develop their understanding of strategic and tactical play in touch rugby to beat and outwit an opponent.</p> <p>To develop the decision-making process in a game situation.</p> <p>Swimming:</p> <p>Assessment of individuals ability under new swimming levels.</p> <p>To continue to develop stroke proficiency.</p> <p>To identify the dangers associated with water and understand how to act responsibly when playing in or near different water environments. This includes understanding and adhering to national and local water safety advice and being able to use appropriate survival and self-rescue skills.</p>
--	--	--	---

French	PSHEE	STEM	Religious Education
<p>More revision of numbers Sports & hobbies Giving opinions using 'j'aime' 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 2023 and consider goals they would like to set for 2024. They will then create inspiring vision boards for 2024.</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>Children will research, design and make a case suitable for carrying their essential items (including one delicate item needing protection) if they had to be evacuated.</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>