

Year 4

Spring

Term 1

English

Our text driver this half-term is 'Charlie and the Chocolate Factory' by Roald Dahl. The children will write an information leaflet about the golden ticket competition. The text will also inspire them to write a character and setting description based on a new room in the factory. The children will continue their journey by writing a character description and imagining their own Charlie and the Chocolate Factory character.

In guided reading, we will be developing the skills of oracy and prosody using 'Charlie and Charlie Factory' by Roald Dahl. There will also be a focus on retrieval, inference and summarising key points of the text.

In spellings for stage 3, there will be a focus on different diagraphs including 'ai' 'ei' 'ay' and suffixes 'ly' as well as homophones. For stage 4, children will also look at homophones as well as suffixes such as 'ous' and 'eous'.

Science

Our next science topic is linked to biology. Using our prior knowledge of how plants grow from KS1, we will explore plant reproduction. This includes identifying the reproductive parts of a flowering plant, understanding how all flowers are similar but different, how seeds are dispersed, and what a seed does. This topic will extend into the following half-term before we can answer the big question: 'how do plants reproduce?'

Geography

For geography we will be investigating the key question, "where does our food come from?" For this we will identify that different food groups grow in different biomes. Children will be able to describe which foods have a negative impact on the environment and consider changes people can make to reduce the negative impact of food production on the environment.

Computing

This unit is the first of the two programming units in Year 4 - it looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

Where does our food come from?

RE

The key concept this half-term is 'symbol'. The children will explain it's meaning and how bread and wine is used by Christians as symbols.

PSHE

PSHE will link to our previous science topic of digestion by looking closer into healthy living. By the end of the unit, the children will be able to explain and plan a balanced meal and know how to maintain a healthy lifestyle.

Maths

We will begin the new year revising and deepening our understanding of fractions and decimals using multiple representations (such as bar-models, number-lines, dienes, etc).

This will also continue to support our understanding of measurement. In geometry, we will explore the criteria for classifying triangles and quadrilaterals.

The final unit of the term will develop their accuracy with calculations involving 3- and 4-digit numbers. There will be opportunities to use a range of concrete resources and mathematical diagrams to represent place value and structures in addition and subtraction. Time will also be given to work on formal methods, modelled with concrete resources such as dienes. By the end of the unit, children will need to consider whether it would be better to work mentally or with a formal method depending on the calculations they are given.

Art

Through painting and mixed media, we will explore the topic of light and dark. The children will be able to describe the difference between a tint and a shade before creating their final, three dimensional, still life painting.

Music

Our next unit is 'Reading Rhythms'. Our focus will be on the dimension of duration: the children will need to identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre. Key vocabulary for this unit includes syllables, crochets, quavers, minims, compose and composition.

PE

The next topic in PE is gymnastics. Children will work on creating sequences of movement using various balances needed. They will be able to take off and land appropriately. By the end of the unit, the children will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. For outdoor games, the children will be learning the skills and techniques needed for fitness and tennis.