

English

Our first text driver this half term is 'Charlie and the Chocolate Factory' by Roald Dahl, where the children will write a newspaper report. The text will also inspire them to write a character and setting description. The children will continue their journey by writing a persuasive poster and a letter.

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, there will be a focus on statutory spellings, homophones, words ending in -ture. We will continue to reinforce spelling strategies to aid this. The children will also be encouraged to continue with neat, legible and joined up handwriting using our letter join handwriting scheme.

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?'

History

For history, we will study the Vikings, looking at answering the enquiry question of 'Vikings: Raiders or Traders?' This will link with our English writing, inspired by the text 'The Vicious Vikings.' During the course of the topic, we will explore the battle of Lindisfarne, discuss whether Athelstan was a significant figure and conclude with the Norman conquest and the end of the Viking rule.

Computing

This unit is the first of the two programming units in Year 4, and 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.

Year 4 Spring Term 1

Vikings:

Raiders or

Traders?

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 dance. The children will be creating characters and narrative through movement and gesture. They will gain inspiration from a range of stimuli, working individually, in pairs and small groups. 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. With Active 360, the children will be learning the skills and techniques needed for netball.