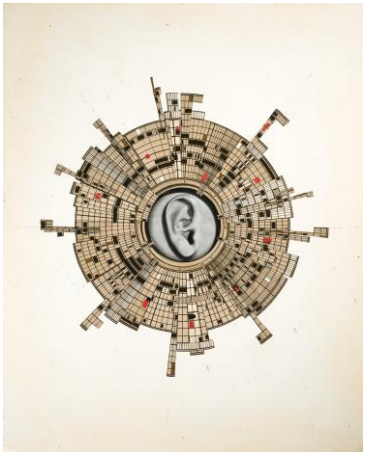
Curriculum Journey Year 4 – Spring 2

Areas of learning
As scientists we will explore the world of sound
As Geographers we will be looking at where people live in the UK
In DT we will be designing, making and evaluating money containers and in Computing we will be exploring website design.







5Cs focus	
Care	We will learn how to keep ourselves and those around us safe.
Challenge	We will rise to the challenge of working through new situations
Collaboration	Across all areas of the curriculum, work as a team to help others and ourselves learn.
Courage	We will be brave in our learning and becoming more self-reliant and independent learners
Creativity	We will enjoy being creative in art and design technology projects as well as being creative in your minds solving puzzles and problems through the year.

ENGLISH

Reading

As part of our English lessons, will be reading the following texts:

- Once upon a raindrop by Philip Pullman
- The Firework Maker's Daughter by Philip Pullman
- A variety of text types in Guided Reading

Some of the skills we will work on are:

- focusing on author's intent through vocabulary choice and use of imagery.
- using our knowledge of the world and texts we have read to predict and then reflect after reading.
- investigating authors use of fronted adverbials and the position of the subordinate clause in high quality texts.
- developing our reading comprehension skills through guided reading sessions.

Grammar

I can use verb **tenses** correctly (past, present, some progressive e.g. he is drumming and some present perfect *e.g. he has gone out to play*).
I can use **apostrophes** mostly correctly for plural possession.
Commas are used accurately:
- in lists
- before co-ordinating conjunctions
- with fronted adverbials
- with subordinating conjunctions (only needed when sub. clause first)

I can **punctuate dialogue** mostly correctly
e.g. "CL _____ , ? !" said ____ .
e.g. ___ said, "CL _____. ? !"

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Writing

We will be writing:

- **An explanation of the water cycle** based on our unit in Science
- **A persuasive argument** based on 'The Firework Maker's daughter'

Some of the skills we will learn are:

- My **ideas are expanded and developed** with increasing **cohesion** *(e.g. Jim was an experienced pirate. He had lived on a pirate ship when he was younger.)*
- I can consistently use **paragraphs** in non-narrative writing.
- I am beginning to **structure my writing within paragraphs** (in non-fiction) using a **'topic sentence'** *(e.g. The creature has an unusual diet.)*
- I can use **paragraphs in narrative** with increasing consistency to signal a change in time, place or subject.
- I can add **precise and ambitious descriptive detail**, using prepositions, adverbs, adjectives and expanded noun phrases (e.g. *the towering, fearsome beast gnashed his jagged fangs menacingly).*
- I can use conjunctions to form **adverbial complex sentences using a wide range of conjunctions** with correct comma use.
- *e.g. As she came in, she waved. She waved as she came in.*

I can **vary the start of my sentences** with increasing sophistication

Spelling

- Practise common exception word spellings.
- Use morphology to learn how to spell words with the following prefixes or patterns, using them in context within written work.
- Focus:

Etymology of the extra u
Double consonants
Prefix: pro
Prefixes: ad, ar

Handwriting

To develop cursive handwriting with a focus on ascenders and descenders.
To use pen in everyday written work maintaining legible cursive script

- Introducing sloped writing
- Parallel ascenders: al, ad, af
- Size, proportion and spacing: ious
- Size, proportionand spacing: able, ful
- Size, proportionand spacing: fs,ves
- Speed and fluency: abbreviations fornotes
- Speed and fluency: note making
- Speed and fluency: drafting

Speed and fluency: lists

MATHS

Geometry – Coordinates

- Use coordinates to describe positions on a grid
- Use coordinates to plot points and construct simple shapes by plotting their vertices
- To move polygons on a grid according to directions and describe translations
- Carry out simple translations on a coordinate grid
- Work out translations needed to move between positions on a coordinate grid

Fractions recap

- Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.
- Find unit fractions of quantities using known division facts (multiplication tables fluency).
- Reason about the location of any fraction within 1 in the linear number system.
- Add and subtract fractions with the same denominator, within 1.

SCIENCE - How does sound travel?

• Know how sound is made, associating some of them with vibrating

Sound is created when something vibrates and sends waves of energy (vibration) into our ears. The vibrations travel through the air or another medium (solid, liquid or gas) to the ear

• Know how sound travels from a source to our ears

• Know the correlation between pitch and the size of the object producing a sound

Pitch is how high or low a sound is. So on a stringed instrument: shorter, thinner and tighter strings produce a higher pitch

• Know the correlation between the volume of a sound and the strength of the vibrations that produced it

The louder the sound, the bigger the vibration. The closer you are to the sound the louder the sound will seem

• Know what happens to a sound as it travels away from its source

When you clap your hands, the air around your hands shakes. This is the air molecules vibrating

Scientific Enquiry

To set up fair tests

To report on findings from enquiries including oral and written explanations

To identify differences, similarities or changes related to simple scientific ideas and enquiries

PE (Indoor) Gym

- To link actions that flow using the rolls I have learnt
- To link actions that flow in a partner sequence using the rolls I have learnt
- To develop strength in inverted movements
- To be able to create a partner sequence to include apparatus.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- Willingly undertake a range of roles within a group
- Actively adapt rules to make games safe and fair, and to keep a game going
- Support peers to improve performance
- Demonstrate good leadership skills.

P.E. (Outdoor) Cricket

- To be able to throw a ball under-arm at a target and catch a ball safely while moving.
- To be able to throw a ball over-arm at a target and catch a ball thrown over-arm.
- To strike a moving ball using the correct technique.
- To strike a moving ball into a space in order to maximise scoring opportunities.
- To employ effective fielding tactics to benefit a team.
- To use the appropriate techniques learnt in a game situation.

I am able to bowl a ball with some accuracy and consistency.

I am learning the rules of the game and I am beginning to use them to play honestly and fairly.

I can communicate with my teammates to apply simple tactics.

I can persevere when learning a new skill.

I can provide feedback using key terminology and understand what I need to do to improve.

- Undertake different roles within a group

-Adapt rules to make games safe and fair, and to keep a game going

What was it like to live in Saxon Britain and how had it changed since Roman occupation?	Computing - Creating Media: Website Design
Understand the Saxons came from: Denmark, Germany, and Netherlands (find these paces on a map). The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes The Scots originally came from Ireland. They invaded the country now known as Scotland and along with the Picts who already lived there, tried to invade England. For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land. The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'. C&C – to describe and make links between main events, situations and changes from the Romans to the Anglo Saxons and Vikings Understand how the Anglo Saxons lived Understand what a Hillfort is and what it was used for. HS – regularly address historically valid questions C&C - Describe how the Anglo Saxons affect and influence life today. Understand the mystery of Sutton Hoo S&E - To identify and use a wide range of primary and secondary sources to find out about the Anglo Saxons Understand the Anglo Saxon Religion and beliefs Know who King Alfred the Great was his impact on life in Wessex The Anglo-Saxon period ended when the Normans conquered Britain in 1066.	To know how to use a range of features in Google Sites To know that a website is a collection of pages that are all connected To be able to plan content for a collaborative webpage To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. To be able to create a clear webpage as part of a collaborative class website To know that websites should be informative and interactive. To be able to create a clear plan for a website including which Google Sites features to use To know how to create a website using a range of features To be able to evaluate the effectiveness of a website
	Design and Technology - I *keep losing all my coins* • To be able to examine a collection of simple textile containers. To know a seam allowance is extra fabric allowed for joining together usually 1.5cm • To know which fabric meets functional requirements. (Tests to carry out strength, waterproofness or flexibility.) • To know that some joining techniques are stronger/weaker than others • To be able to sew using running stitch and back stitch. Plan by identifying what to do next by ordering the main steps verbally or written. Identify correct tools and equipment, select materials and components suitable for the task according to their properties. A back stitch is used to attach two pieces of material together • To know that plastic strips cut from folders , or plastic plant 'canes' are flexible and can be bent but then they spring back to straightness • To evaluate my money container against our success criteria.

PSHE - Healthy Me

- To recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- To know that there are people who take on the roles of leaders and followers in a group, and know the role I take in different situations
- To understand the facts about smoking and its effects on health, and some of the reasons that people start to smoke
- To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
- To recognise when people are putting me under pressure and how to resist this
- To know that peer pressure is when your friends try to encourage you to do something that you shouldn't
- To know what to do if you feel peer pressure (name 2)
  - Speak to an adult
  - Walk away or say 'no'
  - Tell the person how they are making you feel
  - Think of an excuse why you can't do it

To know myself well enough to have a clear picture of what I believe is right and wrong

RE - Is it possible for everyone to be happy?

What do you know about Buddha and how he lives his life? The Enlightenment Story (The Courageous Prince)

- Buddhists believe they will be born again until they reach enlightenment
- Buddhists believe in rebirth
- To be enlightened means to have knowledge, wisdom or understanding
- What features of the Buddhist temple help Buddhists to remember the Buddhists teachings?
- Why do Buddhists celebrate Wesak?
- Wesak celebrates the Buddha's birthday Wesak takes place on the full moon in May)
- Buddhists believe happiness does not come from wealth or hardship
- Is it possible for everyone to be happy?
- Visit a Buddhist Temple or talk to Monk/Nun from the local Buddhist community

I am beginning to explain simply the links between different features of a religion

Art – exploring still life

K H Ara

Practical - (colour) You can add white, black and grey to colours to make tints, shades and tones

Theoretical – Still life is a genre of painting a collection of objects

Disciplinary – Is use of tone important in still life?

1. To explore the qualities of still life paintings by traditional artists. To know that still life is a genre of painting a collection of objects
2. To know how to mix colours using the hue to get different tints, shades and tones
   To know you can add white, black and grey to colours to make tints, shades and tones
3. To know how to use tints, shades and tones to give a three-dimensional effect when painting
4. To explore how paint can create very different effects
5. To be able to create a monochrome still life composition using tints and tones to create a 3D effect
6. To give constructive feedback to others about ways to improve artwork with tints and tones

