

## Year 4 Spring 2

### 17th Century Britain



#### History

##### National Curriculum objectives

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

##### Progression in skills objectives

- Place events from period studied on timeline
- Use terms related to the period and begin to date events
- Understand more complex terms e.g. BCE/CE
- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Look for links and effects in time studied

#### English

English texts: Plague- The Great Fire of London

Year 4 writing assessment objectives:

Letter/Narrative

Write for both fictional and non-fictional purposes, with a growing awareness of the reader

Use expanded noun phrases and adverbials to develop descriptions of settings and characters

Use a range of co-ordinating and subordinating conjunctions

Use a range of adverbs to add detail to writing

Use preposition phrases to expand noun phrases

Use fronted adverbials

Use present, past, progressive and perfect tense verb forms accurately

Use pronouns and nouns to aid cohesion and avoid repetition

Commas in lists, apostrophes for

Contraction and possession, inverted commas)

Use commas after fronted adverbials and with a reported clause

Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct

Form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)

Produce legible joined handwriting

Make simple additions, revisions and proof-reading corrections to their own writing

Write effectively for a range of purposes and audiences, selecting language that shows good

Awareness of the reader (e.g. the use of the first person in a diary; direct address in

instructions and persuasive writing)

Consistently use dialogue sparingly so that it effectively adds detail to the writing

## Art

### National Curriculum objectives

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas, improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### Progression in skills objectives

Make and match colours with increasing accuracy.

Choose paints and implements appropriately.

Plan and create different effects and textures with paint according to what they need for the task.

Show increasing independence and creativity with the painting process.

Question and make thoughtful observations about starting points and select ideas to use in their work.

Use research to inspire drawings from memory and imagination.

Explore relationships between line and tone, pattern and shape, line and texture.

Refine and alter ideas and explain choices using an art vocabulary.

Collect visual information from a variety of sources, describing with vocabulary

Combine skills more readily, based on the visual and tactile elements.

Match the tool to the material.

## Spanish

### National Curriculum objectives:

listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

speak in sentences, using familiar vocabulary, phrases and basic language structures

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

present ideas and information orally to a range of audiences

read carefully and show understanding of words, phrases and simple writing

appreciate stories, songs, poems and rhymes in the language

broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

write phrases from memory, and adapt these to create new sentences, to express ideas clearly

describe people, places, things and actions orally and in writing

understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Maths

Chapter 3 - Further Multiplication and Division continued  
Chapter 7 - Measurement - time  
Chapter 4 - Calculations: Further Multiplication and Division continued  
Chapter 11 - Measurement - Area and Perimeter of figures  
Chapter 8 - Fractions, Decimals  
Chapter 9 - Money

## Computing

### **National Curriculum objectives**

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### **Progression in skills objectives**

Understand and apply design criteria to their digital content.

Understand how the composition of visual media can affect how it is interpreted.

## PE

### **National Curriculum objectives**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Perform dances using a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

### **Progression in skills objectives**

Demonstrate and discuss performance skills

Remember movements and routines from previous weeks

Incorporate a freeze-frame into a dance

Dance using a variety of formations confidently

Clearly show set start positions for the beginning of the dance

Perform with increasing musicality with control and confidence

Use transitions to move from different dance positions

Work as part of a group to listen to and give ideas

Include unison and canon in the dance sequence

## RE

### **Judaism**

#### **Progression in Skills**

Discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.

Describe some of the things Jews do to show respect to God.

Start to identify how it would feel to keep Kashrut.

Talk about what sort of help I might need to show forgiveness.

## PSHE

### National Curriculum objectives

Why strength spotting is so powerful and how the best way to learn about strengths is by noticing them.

How when we spot strengths over and over, we will build Neural Pathways to create a habit.

That strengths can help them solve problems and that everyone uses different strengths.

That Team H-A-P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best.

RSE:

Identify those things about themselves that make them special and unique. Consider the strengths of others and know how to share those

### The story Project - Mama Miti

I can tell you about safe and unsafe exposure to the sun and how to reduce the risk of sun damage.

I can tell you how serving others can help my wellbeing.

I can tell you what a role model is and who my role models are.

I can tell you about something I am passionate about.

I can tell you how to show respect for different languages and the benefits of speaking different languages.

## Science

### National Curriculum objectives

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Recognise that environments can change and that this can sometimes pose dangers to living things.

### Progression in skills objectives

Identify common appliances that run on electricity.

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Recognise some common conductors and insulators, and associate metals with being good conductors.

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