

## Term: Spring 1 Year 4

<b>Maths</b>	Place Value	Place Value	Multiplication	Division	Addition and subtraction	Fractions
<b>English</b>	<b>The Snow Queen</b> by Hans Christian Anderson <b>Narrative in a similar style</b> - setting description in a diary recount and dialogue					
<b>Spelling</b>	Homophones and near Homophones		Nouns ending in the suffix -ation		Adding the prefix sub- and the prefix super-	Plural possessive apostrophes with plural words.
<b>Science</b> Key Learning: Sound	To know what sound is.	To identify how sounds are made, associating some of them with something vibrating.	To recognise that vibrations from sounds travel through a medium to the ear.	To find patterns between the pitch of a sound and features of the object that produced it.	To find patterns between the volume of a sound and the strength of the vibrations that produced it.	To recognise that sounds get fainter as the distance from the sound source increases.
<b>DT/Art</b>	<b>History of the Gods –DT</b> Seams, stiffening and strengthening materials and fastenings					
<b>Geography</b> Rivers	Water cycle-Where are our rivers?	Where are the World’s rivers?	What makes a river a river?	How are rivers formed?	How are rivers used?	How are rivers and cities linked?
<b>PE</b>	<b>Invasion games</b> - Handball					
<b>PSHE</b>	Recognising risks and sources of information: fake news	<b>Families and people who care for me.</b> I know who is in my family.	Recognise different types of families: blended, extended, *same sex.	Families can look different in the wider world and to respect these differences	Families give security and stability and commitment: discuss terms and how this looks	What to do if families are making them feel unhappy or unsafe
<b>RE</b> Sikhism	To explore teachings and moral stories from Sikhism.	To explain how clothing and behaviour might be symbolic of beliefs, values and commitments.	To discuss the importance of how we view and behave towards others.	To talk about how our behaviour reflects our beliefs, values and commitments.	To reflect on the concept of living a good life and how this influences the way that they treat others.	To discuss thoughts and feelings about equality and justice.
<b>French</b>	Fruit - I can ask a question to a partnr Aimestu....?	Vegetables - I can write phrases/sentences starting with Je voudrais.	Clothes - I use adjectives and place them after the noun.	Where can I buy I can answer the question Où puis-je acheter...?	French Money- I can ask the question 'C'est combien...?'	Let's go shopping I can greet and respond.
<b>Music</b>	Listen to 'The doot doot' song and talk about the structure of the music.	Perform the actions while chanting	Learn Part 2 of I wanna sing scat.	Talk about the song structure and make comparisons.	Practise the chords. Play and sing the whole song.	Make decisions about how to create an arrangement of 'The doot doot song'.
<b>Computing</b>	NCCE: <b>Programming a Screen Turtle.</b> I can program a computer by typing commands	NCCE: <b>Programming Letters</b> I can use a template to create a design for my program	NCCE: <b>Patterns and repeats</b> I can identify everyday tasks that include repetition as part of a sequence.	NCCE: <b>Using loops to create shapes</b> I can identify the effect of changing the number of times a task is repeated.	NCCE: <b>Breaking things down.</b> I can use a procedure in a program I can explain that a computer can repeatedly call a procedure	NCCE: <b>Creating a programme</b> I can design a program that includes count-controlled loops I can develop my program by debugging it



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