

**Science: Living Things and their habitats - Nature and the environment (Developing Experts)**

To know about the balance of nature.  
To describe ecosystems and how they are affected by changes in the environment. To understand human impact on the environment. To explore air pollution. To understand water pollution  
To explore methods that can be used to conserve water

**Art & Design: Analysing Famous Artists' Work (Kapow)**

To analyse David Hockney's, My Parents'.  
To understand Paula Rego's 'The Dance'  
To understand the story behind a Edward Hopper painting.  
To create a photo collage.  
To create abstract art.

**Liturgical Calendar: Lent (Purple Cloths)**

**Computing: Collaborative Learning - Google docs, slides, form and sheet (Kapow)**

To learn what collaborative work means and create a set of class rules to ensure that working together runs smoothly.  
To learn a little about some of the features of Google Docs that they can use whilst working as part of a team.  
To learn about some of the features of slide presentation program and how to create fun and interesting presentations.  
To be introduced to Google Forms. Learning how to create and share surveys and questionnaires.  
To use a shared spreadsheet program to explore spreadsheets and learn how to extract information from data.

**RE: Jesus, the Saviour (TWTTTL)**

To know that Jesus is truly God and, as man, truly human. Reflect on what this means for us.  
To know about Jesus' entry into Jerusalem. Think about the importance of Holy Week for us.  
To understand what happened on Holy Thursday. Reflect on how we can show our love for Jesus.  
To know what happened on Good Friday. Reflect on the suffering of Jesus.  
To begin to understand why Jesus died on the cross. Think about what this means for us.  
To understand what happened on Easter Sunday. Reflect on the importance for us of the resurrection of Jesus.

**RHSE (Ten Ten)**

**Keeping Safe Safe in my body**

To judge what kind of physical contact is acceptable or unacceptable and how to respond  
To know that there are different people we can trust for help, especially the closest who care for us, including parents, teachers and priests

**Drugs, alcohol, and tobacco**

To understand medicines are drugs, but not all drugs are good for us.  
To know alcohol and tobacco are harmful substances.  
To know our bodies are created by God, so we should take care of them and be careful about what we consume.

**First Aid Heroes**

In an emergency, it is important to remain calm  
To know having quick reactions in an emergency can save a life.  
To know children can help in an emergency using their First Aid knowledge.

**Maths (White Rose)**

**Fractions**

Add 2 or more fractions  
Subtract 2 fractions  
Subtract from whole amounts  
Calculate fractions of a quantity  
Problem solving - calculate quantities

**Decimals**

Recognise tenths and hundredths  
Tenths as decimals  
Tenths on a place value grid  
Tenths on a number line  
Divide 1-digit by 10  
Divide 2-digits by 10  
Hundredths  
Hundredths as decimals  
Hundredths on a place value grid  
Divide 1 or 2-digits by 100

**Consolidation**

**Music: Music Festival (Charanga)**

To perform as part of a group and individually to an audience.  
To take part in two part harmonies and songs.  
To perform given songs from memory.  
To sing expressively to the beat and rhythm.

**Year 4 Spring Term 2  
Topic: Local History  
(5 Weeks)**

**English**

Class Novel: Arthur and the Golden Rope by Joe Todd Stanton

**Writing**

**Myth narrative based upon Arthur and the Golden Rope (3 weeks):**

- In narratives, create increasingly effective settings, characters and plot
- Use inverted commas and other punctuation to indicate direct speech mostly correctly
- Use apostrophes to mark plural possession

**Persuasive letter (2 weeks):**

- Use paragraphing to organise ideas around a theme
- Select appropriate nouns or pronouns within and across sentences to aid cohesion and avoid repetition

**Punctuation and Grammar:**

noun phrases expanded by modifying adjectives, nouns and prepositional phrases; suffixes

**Whole Class Reading**

One session per week based upon the class novel and three extract lessons using VIPERS (Vocabulary, Infer, Predict, Explain, Recall, Summarise) which cover the content domains for KS2 reading. Within all 4 of these lessons, time is given to modelling and practice of intonation, tone and volume.

**Extract Lessons:**

Teeth: Tooth by Tooth: Comparing Fangs, Tusks and Chompers by Sara C Levine, Denist Dan by Shel Silverstein, Demon Dentist by David Walliams

Vikings: Nat Geo Kids - Everything Vikings, Viking Gods Fact Cards, How to Be A Viking by Cressida Cowell

Songs: Who's Laughing Now by Jessie J, Bridge Over Troubled Water by Simon and Garfunkel, Read All About It by Emeli Sande

**Spelling**

adding -ly to create adverbs of manner; challenge words; homophones; the /s/ sound spelled c before 'i' and 'e'; word families

**PE (Rising Stars)**

**Beth Tweddle Gymnastics:**

To experience general gymnastics activities.  
To improve their general fitness.  
To develop their ability to perform a gymnastics sequence.  
To take part in a competition reward scheme.

**Sport: Striking and fielding (AJ Cricket)**

To develop and investigate different ways of throwing, and to know when each is appropriate.  
To use ABC (agility, balance, co-ordination) to field a ball well.  
To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.  
To use hand-eye co-ordination to strike a moving and a stationary ball.  
To develop fielding skills and understand their importance when playing a game.  
To play in a competitive situation, and to demonstrate sporting behaviour.

**Swimming - There will hopefully be an opportunity for swimming**

To perform safe self-rescue in different water based situations  
To swim competently, confidently and proficiently over a distance of at least 25 metres  
To use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

**History: Vikings**

To understand what their way of life was like for the Vikings in their homeland and reach valid conclusions about why they wanted to leave  
To know when, where and why the Vikings settled in Britain  
To know what evidence we have about the Vikings and evaluate the quality of the evidence  
Enquiry: Why are there different accounts of what happened during the raid on Lindisfarne?

**Spanish: At the Café (Language Angels)**

To order drinks in Spanish  
To order food in Spanish  
To integrate food and drinks together.  
To complete a class survey  
To order breakfast in Spanish  
To create a Spanish cafe