


<p>English</p> <p>Our English learning follows the National Curriculum 2014. We use it as a guiding framework and will we plan learning beyond its objectives in order to meet the needs of all pupils by enriching with challenge. We know that speaking, listening and reading skills are the foundation of developing high level literacy skills. Therefore we use the principles and guidance from The Power of Reading and Talk for Writing to ensure that our children have broad, balance and rich language and literature lessons using the highest quality texts and high quality first teaching to ensure every child reaches their potential. We want our children to be confident and skilled speakers and we ensure that we teach them the skills to present, debate and perform. We develop a love for reading by creating time and space for children to explore literature either independently or with adult guidance.</p> <p>In Spring we are reading- The Miraculous Journey of Edward Tulane We are writing- diaries, non-chronological reports and poetry. This term we are DEBATING developing reasoning and explaining our ideas with evidence.</p>	<p style="text-align: center;">Y4 Spring Term – We are explorers</p>  <p style="text-align: center;">Key dates: Jan 14th: Explorers day Jan 25th MFL day Feb 6th Stay and Learn Safer internet day Parent workshop – online safety Feb 27th KS2 parents afternoon March 7th World book day March 12th Stay and learn March 14th y4 debate (in school) March 20th Class assembly March 27th Stay and learn March 28th Debate (final) April 1-5th Enrichment / community week</p>	<p>Maths</p> <p>Our Maths learning follows the National Curriculum 2014. We use it as a guiding framework and will plan learning beyond its objectives in order to meet the needs of all pupils, enrich with challenge and plan for breadth and depth in learning when appropriate. We teach all arithmetic and reasoning in the areas of number and place value, calculation, geometry and statistics. Children develop problem solving and critical thinking skills in order to become fluent and confidence mathematicians. Children learn practical and written methods to solve mathematical problems</p>
<p>History:</p> <p>I am learning to:</p> <ul style="list-style-type: none"> • place events from a period studies on a time line • use terms related to the period and begin to date events • understand more complex terms e.g. BC and AD • identify key features and events of the time I have studied • offer a reasonable explanation for some events • use text books and historical knowledge • use evidence to build up a picture of a past event • ask a variety of questions • use reference books and the internet for research • develop a secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • recall, select and organise historical information • effectively communicate my knowledge and understand to a variety of ways to an audience 	<p>Science:</p> <p>I am learning to:</p> <ul style="list-style-type: none"> • to talk about common appliances that run on electricity. • construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers. • predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • show that some materials are conductors and some are insulators, and can explain that metals are good conductors. • recognise why it is important to collect data and answer questions. • suggest questions that can be tested • put forward ideas about testing and make predictions. • with help, to consider what constitutes a fair test. • make relevant observations and comparisons • make measurements of temperature, time and forces as well as measurements of length. • begin to think about why measurements of length should be repeated. • with help, to carry out a fair test recognising and explaining why it is fair. • explain what the evidence shows in a scientific way and whether it supports predictions. • suggest improvements in their work. 	<p>Computer Technology</p> <p>I am learning to:</p> <ul style="list-style-type: none"> ▪ use an efficient procedure to simplify a program. ▪ use a sensor to detect a change which can select an action within my program. ▪ use logical thinking to solve an open-ended problem by breaking it up into smaller parts. ▪ know that I need to keep testing my program while I am putting it together. ▪ use a variety of tools to create a program. ▪ recognise an error in a program and debug it. ▪ recognise that an algorithm will help me to sequence more complex programs. • choose the best way to present data to my friends. • use a data logger to record and share my readings with my friends • organise and collect data in different ways and identify where it could be inaccurate. • plan, create and search a database to answer questions. ▪ choose a secure password when I am using a website. ▪ talk about the ways I can protect myself and my friends from harm online. ▪ use the safety features of websites as well as reporting concerns to an adult. ▪ that anything I post online can be seen by others. ▪ choose websites and games that are appropriate for my age. ▪ help my friends make good choices about the time they spend online. ▪ talk about why I need to ask a trusted adult before downloading files and games from the Internet.

	<p>Art</p> <ul style="list-style-type: none"> • Drawing Roman patterns and motifs • Sketching still life of everyday objects/artefacts • Using clay and hard materials to create Roman mosaic • identify and draw the effect of light. • use scale and proportion. • work on a variety of scales • make computer generated drawings • comment on and design textual art • plan and develop my ideas • create different surface patterns and textures • discuss my own work and the work of other sculptors • analyse and interpret natures and manmade forms of constructions 	<ul style="list-style-type: none"> ▪ comment positively
<p>Geography: I am learning to:</p> <ul style="list-style-type: none"> • understand and use a widening range of geographical terms eg) specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc • measure straight line distances using the appropriate scale • explore features on OS maps using 6 figure grid references • draw accurate maps with more complex keys • plan the steps and strategies for an enquiry • identify where countries are within Europe; including Russia • about how the locality is set within a wider geographical context. • describe human features of UK regions, cities and/ or counties. • understand the effect of landscape features on the development of a locality • describe how people have been affected by changes in the environment • explain about key natural resources e.g) water in the locality • explore weather patterns around parts of the world • about the wider context of places – region, country • understand why there are similarities and differences between places. • compare the human and physical features of a region of the UK and a region in North America, identifying similarities and differences. 	<p>MFL</p> <p>Listening, Speaking, Reading and Writing</p> <ul style="list-style-type: none"> • listen, understand and respond to a range of familiar spoken words and short phrases. • speak with another person to answer simple pre-learned questions from memory and give information (eg say short pre-prepared phrases on a familiar topic), with secure pronunciation. • use songs, stories and rhymes to help learn new vocabulary. • read and understand a range of familiar written phrases. • write simple words and several short phrases from memory with understandable spelling. • use indefinite and definite articles with singular and plural nouns. • use prepositions of place and sequencers. • use a vocabulary list to find words I do not know. 	<p>PE</p> <p>Dance Netball</p> <p>PSHE Spring Perseverance, Cooperation</p> <ul style="list-style-type: none"> • recognise their achievements and set personal targets for the future • about the changes that happen at puberty • about the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • about solving disputes and conflict amongst themselves and their peers • about the sustainability of the environment across the world <p>RE: Christianity: Is forgiveness always possible?</p>