

# YEAR GROUP OVERVIEW

## Year 4 – Spring 1

### English - Reading

In reading lessons, pupils continue to develop their fluency knowledge and skills through a wide range of genres, including fiction, non-fiction and poetry.

Pupils also develop core reading skills through the range of texts they read:

- Vocabulary
- Retrieval
- Inference
- Prediction
- Summary
- Authorial intent

This half term's texts are 1066 and Erik the viking.

### English - Writing

During the Spring term, the children will explore both fiction and non-fiction inspired by '1066', 'Erik the Viking' and a video called 'Dragon Slayer.' They will work on punctuation, grammar, and vocabulary including developing their understanding of the effect of organisational devices such as prepositional phrases, apostrophes and possessive pronouns.

**Narrative:** The children will plan and tell a three-part story based on the events of *Dragon Slayer*. We will be focusing on using skills such as determiners and prepositional phrases which explains where something is in relation to its position.

**Non-Chronological Report:** They will write a report on the historic Battle of Hastings. During this cycle, we will focus on implementing conjunctions to extend our sentences, and possessive apostrophes to show when an object or item belongs to a person, place or thing.

**Diary:** A diary of a soldier fighting in the Battle of Hastings to show the terrors of war, will be the final piece of writing. Within this cycle, we will use expanded noun phrases to enhance description within writing and possessive nouns.

### Maths

**Graphs:** In this chapter, pupils will learn how to interpret picture graphs and bar graphs. They will be introduced to line graphs and how they are used to measure change over time. They will interpret line graphs and use information collated in a table to draw a line graph. Pupils will make predictions based on trends identified in data.

**Fractions:** In this chapter pupils will be introduced to hundredths. They will learn about mixed number fractions and improper fractions. They will learn how to convert between mixed numbers and improper fractions. They will learn how to add and subtract fractions and will solve addition and subtraction word problems.

**Time:** Pupils will learn about the 24-hour clock. They will learn how to use both the 12-hour clock and the 24-hour clock. They will convert between units of time, such as minutes and seconds, and hours and minutes. Pupils will learn how to solve time problems involving conversions and will calculate durations of time in relation to word problems.

### **Science**

**Electricity:** This unit looks at different common appliances that run on electricity, how much energy they use and where they can be found in our homes. Children will classify and work scientifically by drawing simple scientific diagrams and will use this knowledge to build an electrical circuit.

### **History**

**Vikings:** In this unit, children will be learning about the Vikings invading up to the Norman conquest. The children will understand who the Vikings were and why they came to Britain, whilst comparing their everyday lives to the Anglo Saxons.

### **Art and Design:**

**Wonderful Weaving:** This topic teaches children the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns.

### **Computing**

**Repetition in shapes:** This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

### **Music**

**Stop!:** This unit focuses around one song: STOP! A rap/song about bullying. The children will learn about interrelated dimensions of music through games, singing and composing.

### **Modern Foreign Language (MFL) -Spanish**

The children will start this half term with a cultural lesson finding out about Epiphany in Spain. The children will then be introduced to the alien family, and learn the nouns for family members. The children will then choose one family member and make a hand puppet, recording personal information on the back.

The children will then move on to facial features in Spanish and how to use colours as adjectives to describe parts of the face.

Through songs, games, native speaker clips, and independent tasks, they will explore the following content, topics and language:

### **Epiphany**

- Find out about Epiphany in Spain
- Family tree and faces
- Learn the nouns for family members
  - Record personal information about a family member
  - Learn the nouns for parts of the face
  - Revisit colours as adjectives to describe parts of the face
  - Write simple sentences to describe an alien

## **PSHE**

**Dreams and Goals:** In this Puzzle, the children will consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children will discuss making new plans and setting new goals even if they have been disappointed. The class will explore group work and overcoming challenges together. They will also reflect on their successes and the feelings associated with overcoming a challenge.

## **Religious Education (R.E.)**

**Christianity:** What kind of world did Jesus want?

In this unit, children will learn about the concept of 'Gospel' which tells the story of the life and teaching of Jesus. This will include the first disciples and how Christians today try to follow Jesus.

## **Physical Education (P.E.)**

This half term, children will be taking part in gymnastics and football.

**Gymnastics:** In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

**Football:** Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards a goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.