

## Year 4 Learning Overview – Spring Term 2

<b>English</b>	<p><b>Text:</b> The Lion and the Unicorn by Shirley Hughes</p> <p><b>Outcomes:</b> Letters, diary entries, character and setting descriptions, non-chronological reports, historical narrative.</p> <p><b>Skills:</b> Dialogue to create inference about a character</p> <p>Noun phrases to create description, character comparisons using conjunctions, personification and prepositions to describe a setting.</p> <p>Possessive apostrophe, expressing time, place and cause using conjunctions, adverbs or prepositions, fronted adverbials, organising paragraphs around a theme.</p>
<b>Maths</b>	<p><b>Fractions</b></p> <p>Equivalent fractions</p> <p>Fractions greater than 1</p> <p>Count in fractions</p> <p>Adding 2 or more fractions</p> <p>Subtracting 2 fractions and subtracting from whole amounts</p> <p>Calculate fractions of a quantity</p> <p><b>Decimals</b></p> <p>Recognise tenths and hundredths</p> <p>Tenths as decimals</p> <p>Divide 1 and 2 digits by 10 and 100</p> <p>Hundredths as decimals</p>
<b>Drama</b>	<p>Year group play</p> <p>Core physical movement skills</p> <p>Improvisation</p>
<b>French</b>	<p>La Saint Valentin</p> <p>J'aime / je n'aime pas</p> <p>Ma maison</p> <p>Mardi Gras</p> <p>On prépare des crêpes</p> <p>Ma chambre</p> <p>Que fais-tu dans ta chambre?</p> <p>Mon jardin</p> <p>Que fais-tu dans ton jardin?</p> <p>Que fait-on dans quelle pièce?</p> <p>Pâques</p>
<b>Spanish</b>	<p>Numbers 21-30</p> <p>Pencil case items</p> <p>Months of the year</p> <p>Hispanic world</p>
<b>Food Tech</b>	<p>Milk and alternatives</p> <p>Sweet and savoury dishes with milk</p> <p><b>Skills:</b> Stirring, measuring, cleaning, slicing, washing and cleaning.</p> <p>Analysing food tasting using sensory verbs</p>
<b>Humanities</b>	<p>Hampton court visit</p> <p>Tudor homes</p> <p>Queen Elizabeth</p> <p>The Mary Rose</p> <p>Explorers and discoveries</p>
<b>Computing</b>	<p>Stop motion animation project</p> <p>Type club</p> <p>Internet safety / Screen time</p>

<b>Art</b>	Mask making – a continuation of our work on human emotion and expression taking the subject into three dimensions.
<b>Music</b>	Pupils will learn various theory terms associated with reading and performing music. Pupils will continue to learn about Samba music and will study a Brazilian piece and perform it as a class ensemble.
<b>PE</b>	<p><b>Gymnastics</b> Prepare for house gymnastics routine</p> <ul style="list-style-type: none"> <li>- Appropriate warm ups</li> <li>- Use of the small and medium trestles to create a group routine in houses</li> <li>- Develop interesting 'freeze frame' balances using the trestles and mats</li> <li>- Linking moves e.g. leaps, turns, rolls, cartwheels</li> <li>- Use different levels to create exciting routines</li> <li>- Focus on performance skills e.g. body tension and timing</li> </ul> <p><b>Hockey</b> Consolidate learning from previous half term:</p> <ul style="list-style-type: none"> <li>- Safety Awareness e.g. not swinging the stick</li> <li>- Grip, stance/body position e.g. knee bent, ball carrying, push passing and jab tackling</li> </ul> <p>Introduce and develop:</p> <ul style="list-style-type: none"> <li>- Receiving the ball on the move</li> <li>- Channelling an opponent</li> <li>- Playing small modified games, including an awareness of positions</li> <li>- Learning basic rules associated with 7 a side hockey</li> </ul> <p><b>Swimming</b> Reinforce the importance of lane etiquette Continue to develop good technique across the 4 strokes Introduce swimming for fitness Focus on diving</p>
<b>RE</b>	<p>Easter: What Easter is and why/how is it celebrated. The significance of Maundy Thursday within Christianity.</p>
<b>Science</b>	<p><b>Food chains, Teeth &amp; Digestion</b> Construct and interpret a variety of food chains, identifying producers, predators and prey Understand the functions of teeth and how to care for them Identify the difference between the teeth of herbivores and carnivores Describe the simple functions of the basic parts of the digestive system in humans</p>