

Languages — French - Key Skills

- I know 10 food/ drink words.
- I know some vocabulary related to grocery shopping.
- I can say what pets I own.
- I know 10 colours words.
- I can describe the size of a person/ object.

English

Extended writing:
TEXT TYPE: Diary entry recount
MODEL TEXT: The Tunnel
INNOVATE: Change the subject to write a new diary entry about The Tunnel events from Jack's perspective.
INDEPENDENT: Write their own diary entry about an exciting recent experience.

Science—Working scientifically—Key Skills

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can draw conclusions and suggest improvements
- I can identify differences, similarities and changes related to an enquiry.

RE— Judaism - Key Skills

- To identify the origins of Judaism.
- To identify key beliefs in Judaism.
- To name and explain the meanings of Jewish symbols.
- To know where Jews worship and why it is important to their faith.
- I know about major festivals in the Jewish religion.

Maths

We follow the National Curriculum Year 4 Programme of Study in Maths. Topics for this half term include: time, money, perimeter, area, coordinates, translation, angles and statistics.

Science—Sound—Key Skills

- I can identify how sounds are made, associating some of them with something vibrating.
- I recognise that vibrations from sounds travel through a medium to the ear.
- I can find patterns between the pitch of a sound and features of the object that produced it.
- I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
- I recognise that sounds get fainter as the distance from the sound source increases.

RSHE— Positivity and My Beliefs—Key Skills

RSHE:

- To understand why it is important to listen to adults and what "being responsible" is.
- To encourage careful decision making and explore the issue for taking responsibility for your own behaviour.
- To discuss the ideas of persistence and fair and equal treatment of others.
- To discuss how we know when there is a problem, how to identify it and things to think about when we have identified it.
- I understand the benefits of hobbies and how time spent with friends and family impacts wellbeing.
- I know what isolation and loneliness are and how they impact on wellbeing.

RSE:

- I know everyone is both similar and different .
- To think about family and how it is unique and special to me.
- I have identified some of the things that make me who I am and can celebrate these.

Year 4—Spring Term 2 Subjects and skills

Design & Technology— Illuminated signs — Key Skills

- I can investigate and analyse illuminated signs.
- I understand how LEDs may be used instead of traditional incandescent bulbs in series circuits.
- To develop ideas for a decorative sign.
- To select and use tools, equipment, materials and components to make the enclosure of a decorative sign.
- To construct a working circuit with one or more lights and fit it in a decorative illuminated sign.
- To evaluate a finished product and recommend improvements.

PE—Key Skills

The PE and Games curriculum objectives will be met through a range of physical activities which focus on 'Hands, Heart and Head' which will support children in making progress with physical, social, emotional and decision-making skills. Activities covered this half term are: movement, athletics, OOA, gymnastics and swimming.

History— Boudicca - Key Skills

- To use primary sources.
- To understand life in Roman occupied Britain before Boudicca's rebellion.
- To understand Boudicca's rebellion.
- To explain why Boudicca is important to Norfolk.