

Art— Representing the human form —Key Skills

- To draw an anatomical image of a hand.
- To draw expressively.
- To draw with paint.
- To create my own artwork based on the human form.

RSHE—Understanding the law - Key Skills

- I know what protected characteristics are.
- I know what a hate crime is.
- I respect people's differences.
- I know how to respect my shared environment to show respect to others.
- I know what opportunities are available to me in education and work.

Computing—Data—Key Skills

Online safety:

- I can be safe online.

Data:

- I can use a digital device to collect data.
- I can use the data collected to answer questions.
- I know that a data logger collects 'data points' from sensors over time.
- I can use data collected over a long duration to find information.
- I can identify the data needed to answer questions.

Music—RAP —Key Skills

- To understand how rap and grime are different from pop.
- To perform the Stop! rap
- To compose a rap chorus independently.
- To compose a verse of a rap.
- To rehearse and perform a rap.

English

Extended writing:

- TEXT TYPE: Story opening and Build up focusing on setting.
- MODEL TEXT: The Tunnel
- INNOVATE: Change the setting to write a new opening and build up for The Tunnel story.
- INDEPENDENT: Write their own opening and build up for a new story with new characters and a setting of their choice.

Year 4 – Spring Term 1

Subjects and skills

Maths

We follow the National Curriculum Year 4 Programme of Study in Maths. Topics for this half term include time, fractions, decimals and problem solving.

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: hockey, rugby and gymnastics/ swimming.

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.

Science—Electricity—Key Skills

- I can identify common appliances that run on electricity .
- I can construct a simple series electrical circuit including cells, wires, bulbs, switches and buzzers .
- I can identify whether or not a lamp will light in a simple series circuit.
- I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights .
- I recognise some common conductors and insulators, and associate metals with being good conductors.

Geography—Italy and volcanoes - Key Skills

- I can locate Europe on a globe and use an atlas to locate and label the countries and capital cities within it.
- I can use an atlas to label the key physical features of Italy.
- I can identify geographical similarities and difference of the human and physical geography of the Norfolk and Amalfi coast.
- I know how a volcano is formed and can identify the main parts.
- I can explain how a volcano erupts.
- I can use an atlas and give my informed opinion to answer a question.