

Year 4 Spring Term Provision
We aim to begin teaching in this term...

Local links:	<ul style="list-style-type: none"> • John Leland, Henry VIII's antiquarian visited Birmingham • Himley Hall • William Shakespeare
Book Ideas:	<ul style="list-style-type: none"> • The Secret Diary of Thomas Snoop, Tudor Boy Spy • My Friend Walter • A midsummers Night Dream • Tudors Picture Book
Values and Virtues (Golden Thread):	<p>Hopeful and faith-filled – linked to the people having hope for a better life and how times have changed</p> <p>Loving and compassionate – linked to everyone loving everyone no matter what thinking about the changes to the world from the Tudor times to now – changes in crime and punishment</p>
Catholic Social Teaching	<p>Solidarity and The Common Good – Day of Prayer for Peace (16th January), Little Way Association, Little Way Week</p> <p>Option for the Poor and Vulnerable – Lent, Almsgiving and Fasting, Migrants and Refugees, Food Banks</p>
British Values Links	<p>We understand the consequences of our actions – linked to crime and punishment</p> <p>We listen to and respect other people's opinion and values – linked to the debate we are going to do</p> <p>We know that we are all special – linked to the differences in the poor and rich during the Tudor times</p>
Subj	Learning Aims

Christmas

- show a deeper knowledge of the stories of the birth of John the Baptist and the birth of Jesus
- explore the part of the angels in the stories above and know that they are heralds of important messages
- consider ways in which Christians today are heralds of the message of Christ
- know and be able to explain some of the Church's customs for celebrating the birth of Christ

V+V: how do the customs of Christmas promote love and compassion?

Sharing in the life of Christ: the church as a community.

- To understand that the church is established on the universal teaching of the Apostles
- To understand the Sacrament of Eucharist celebrates the Church's unity
- To find out about religious customs from around the world.

V+V: How does the Eucharist promote love and compassion?

Understanding other religious customs helps us to become learned and wise and apply knowledge to our own faith

Old Testament: Moses King David

- know and be able to recall in words, actions and writing the stories
- understand that God chose and called Moses and David for special tasks
- recognise that God protected his people and that in the Psalms of David we find images of God caring for and protecting his people
- understand that through the anointing with the Oil of Chrism in the Sacraments, Christians celebrate and respond to God's call in their lives today

V+V: we can respond to God's call by being Hopeful and Faith-filled

Lent: Living As Followers of Jesus Today

- know some reasons associated with the Church's practice of prayer, fasting and almsgiving during the season of Lent
- know some of Jesus' teaching about forgiveness and will understand that this is a gift God freely gives
- know the Sacrament of Reconciliation is a celebration of this gift
- know that Christians are called to follow Christ by the way they live their lives
- understand that the Beatitudes of Jesus provide a guide for this

V+V: how does forgiveness lead to love and compassion?

Holy Week

- have a good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus

V+V: how does the story of Holy Week test and reaffirm our faith?

BV: Mutual respect for others' opinions, and the study of Holy Week can promote discussion of the rule of law – how would Jesus be treated today?

Reading

- Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

Writing Composition

- Draft and write by creating settings, characters and plot in narratives (including poetry)
- Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings].
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proof-read for spelling and punctuation errors.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Vocabulary, Punctuation and Grammar

- Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely. Indicate grammatical and other features by using and punctuating direct speech.
- Indicate grammatical and other features by using commas after fronted adverbials.
- Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].
- Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns

Local Link with topic of William Shakespeare

Number – multiplication and division

- Multiply three numbers.
- Factor pairs
- Efficient multiplication
- Written methods of multiplication and division
- Multiply 2-digits by 1-digit
- Multiply 3-digits by 1-digit
- Divide 2-digits by 1-digit
- Divide 3-digits by 1-digit
- Integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Measurement- Area

- Find the area of rectilinear shapes by counting squares.
- Making and comparing shapes

Fractions

- Unit and non-unit fractions
- Tenths and counting in tenths
- Equivalent fractions
- Fractions greater than one
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator.

Decimals

- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Convert between different units of measure [for example, kilometre to metre]

Science

Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

Animals including Humans

Pupils should be taught to:

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Electricity

Pupils should be taught to:

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors.

P.E.	<p>Swimming</p> <ul style="list-style-type: none">• Perform correct back crawl arm action• Perform correct back crawl leg action• Regulate breathing• Evaluate their own performance
Computing	<ul style="list-style-type: none">• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

P.S.H.E.

- To be able to recognise and respond appropriately to a wider range of feelings in others.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).
- To learn that their actions affect themselves and others.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.
- To work collaboratively towards shared goals
- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).
- To learn to recognise and manage 'dares'.
- To recognise and challenge stereotypes.
- To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.

French

Listening & Comprehension

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Speaking

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences

Reading & Comprehension

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Writing

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Progression of skills

- Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units
- Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required
- Read aloud short pieces of text applying knowledge learnt from 'Phonics lesson 1 and 2'. Understand most of what we read in the foreign language when it is based on familiar language
- Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate e.g. my name, where I live

	<ul style="list-style-type: none"> Better understand the concept of gender and which articles to use from meaning e.g. some, a, the. Introduce simple adjectival agreement, the negative form and possessive adjectives e.g. 'In my pencil case I have', 'in my pencil case I do not have' 			
Topic The Tudors				
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British Values Links	We understand the consequences of our actions – linked to crime and punishment We listen to and respect other people's opinion and values – linked to the debate we are going to do We know that we are all special – linked to the differences in the poor and rich during the Tudor times			
Planning Resources:	<ul style="list-style-type: none"> Electricity Animals including Humans The Tudors 			
History	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	"WOW" Experience Ideas
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 V+V: link to faith – how would faith play a big role in Tudor's lives and lead to hope for the future BV: study of crime, punishment, rich and poor and power of monarchs can promote discussion of rule of law, individual liberty and mutual respect	To find out who the Tudors were and when they lived To compare British settlements of the Anglo-Saxons and explain how they have change up to the Tudor period To know about Tudor monarchs To know what everyday life was like for the rich and poor: To find out what people wore in Tudor times To discover out what people ate in Tudor times To investigate what life was like for Tudor children	Tudors Punishment Diseases Kirtle Plague Elizabeth I Henry VIII Monarch	MUSIC Concert in front of the school showing what they have learnt TRIP To a Tudor house looking at clothes, house and having hands on experiences of what it was like during the Tudor times HISTORY Taste testing Tudor food Looking at Tudor 'poo' to see what the Tudors would have eaten

Geography	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	<p>For and against debate for the way punishment was dealt with during the Tudor times</p> <p>Geography Old money to look at Visit to the canals to look at how they would've been used as a means of transportation</p> <p>DT Creating their own crown and Tudor house</p> <p>ART Using clay to make a Tudor rose</p>
	<p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions</p> <p>Key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p> <p>V+V: how did Francis Drake show hope and faith when exploring? How can faith and hope lead us in exploring our own lives?</p> <p>BV: individual liberty to explore and extend knowledge of the world</p>	<p>Comparing England in the Tudor period with England today</p> <p>Locate where Tudor explorers travelled to on a map</p> <p>To compare the countries Francis Drake travelled to as they were then and as they are now</p> <p>Local link here John Leland – Henry VIII antiquarian visited Birmingham</p>	<p>Human features</p> <p>Physical features</p> <p>Explorers</p> <p>Francis Drake</p> <p>Tudors</p> <p>Currency</p>	
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing with a range of materials <i>use of clay</i> To create sketchbooks to record their observations and use them to review and revisit ideas About great artists, architects and designers in history – <i>Leonardo Di Vinci</i> <p>V+V: how does the Tudor rose symbolise compassion?</p>	<p>To explore and recreate Tudor painting (<i>Portraits</i>)</p> <p>To be able to use art to create a coat of arms: To research a Tudor coat of arms. To create my own coat of arms.</p> <p>To work with clay to create a Tudor rose: To understand features of a Tudor rose. To create a Tudor rose.</p> <p>To be able to recreate some of Leonardo Di Vinci's work: To study and recreate Leonardo Di Vinci's work.</p> <p>opportunity to see the different art forms from the period</p>	<p>Tudor rose Coat of arms Portraits</p>	
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks – Cutting, strengthening,</p> <p>Accurately, select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities – boxes, paper, pastels</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>V+V: using faith and individual resilience to have hope in one's own vision and design</p> <p>BV: individual liberty to choose own designs and make own decisions, respect for others' designs</p>	<p>To design, make and evaluate a model of a Tudor home – L.O: To design a Tudor home? L.O: To make a Tudor home. L.O: To evaluate my Tudor home.</p> <p>To design make and evaluate a Tudor crown – L.O: To design a Tudor crown. L.O: To make a Tudor crown. L.O: To evaluate my Tudor crown.</p>	<p>Evaluate</p> <p>Make</p> <p>Annotate</p> <p>Reinforce</p> <p>Strengthen</p> <p>Wattle</p> <p>Daub</p> <p>Thatched</p>	
MU	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Charanga Online – How does music connect us with our past?</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • To use body percussion to understand different beats. • To recognise different styles of music. • To be able to make different sounds with a range of instruments. • To understand different patterns using crotchets and quavers. • To be able to play simple notes together to create a piece of music • To be able to play and sing at the same time • To understand the different beats for different notes <p>Possible look at Tudor songs and linking this to singing – children to preform the song for the school.</p>	<p>Quaver Rest Beats Crotchets Percussion</p>	
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