**Science**

**Sound**

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

**Geography**

**Rivers and the Water Cycle**

* To introduce the land part of the water cycle using geographical vocabulary
* To introduce the sky (atmosphere) and its role in the water cycle
* To learn about a major UK river and to follow a river from source to mouth
* To explore the ways in which people use and change some of the world’s major rivers
* To introduce the land part of the water cycle using geographical vocabulary
* To model a river or stream, and to see how changes in water flow affect the river or stream

**Maths**

**Number:** Multiplication and Division

**Measurement:** Length and perimeter

See individual teacher’s Medium Term Plans for specific objectives and outcomes.

**English**

**Genres to cover:**

- Noir style mystery

- Non-chronological report

- Explanation text

See individual teacher’s Medium Term Plans for specific objectives and outcomes.

**Art**

**Painting:**

* Explore using a range of brushes and techniques (larger strokes for colour washes, shorter strokes/dabbing for detail, swirls to show movement) with increasing mastery
* Use watercolour paints to create washes, explore intensity of colour, dabbing to lift out sections, work showing foreground and background and some detail
* Create paintings from direct observation and form more abstract paintings
* Collect and annotate images in sketchbook of artist and own work
* Mix colours to match palette
* Use view finders to form abstract images of still life



**Year 4 Overview**

***Spring One***

**PSHE**

**Physical health and wellbeing: What is important to me?**

* Learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)
* Learn about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality)
* Learn about the importance of getting enough sleep

**All of our PSHE lessons link back to the British Values:**

* Respect
* Tolerance
* Individual Liberty
* Rule of Law
* Democracy

**Music**

Continue in year group choir

Become more comfortable playing 3 or 4 notes patterns on all strings. Begin learning pieces from our Yellow Book, which uses all our fingers.

Mid-Year Assessments take place.

**Trips and Visits**

Danny Gough will be joining us for another exciting Class Dynamix session with UKS2 this term!

**Computing**

**Year 4 - Online Safety 2**

In online safety 2, the year 4’s will be building on their previously learned knowledge and skills for how to stay safe online. We will recap the basics of staying safe online, with focuses on the importance of not sharing personal information and passwords, being aware of strangers online and the safe use of the internet and apps. We will be building on our office and design skills by practicing typing, designing logos and creating posters and leaflets.

**Spanish**

**Areas to cover:**

- ABC  
- Spanish alphabet

**PE**

**Dance:**

* To copy and create actions in response to an idea.
* To use actions, dynamics, spacing and timing
* To remember and repeat actions and create dance ideas in response to a stimulus.
* To remember, repeat and create actions to represent an idea.

**Tag Rugby:**

* To develop attacking principles, understanding when to run and when to pass.
* To be able to use the ‘forward pass’ and 'offside' rules.
* To be able to play games using tagging rules.
* To develop dodging skills to lose a defender.
* To develop drawing defence and understanding when to pass.
* To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.