

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.

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

Computing

Year 4 - Programming 2

In programming 2 the year 4's will be using previously learnt skills to build their own advanced arcade game from scratch. This will use a mixture of Conditionals, Variables and functions which they will have to program from scratch using Hopscotch. Once they have followed the worksheets to program the basics, they will then have the chance to use computational thinking to develop their game in their own way. They will have to think logically to work out how to get the computer to do what they want it to by breaking big problems down into small steps.

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.

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

Year 4 Overview

Spring 1



Low Road and Windmill
Music Federation

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.

Spanish

Areas to cover:

- ABC
- Spanish alphabet

Maths

Number: Multiplication and Division

Measurement: Area

Number: Fractions

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

English

Genres to cover:

- Traditional tales
- Narrative based in a different culture
- Explanation text

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

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

Trips and Visits

Trips to Bolton Abbey are scheduled for late January and early February. These excursions will have a strong Geography focus, giving pupils the opportunity to explore the meandering River Wharfe first-hand and participate in a workshop led by a qualified Forest School leader.