

## English

### Chosen Texts

- Journey to the Centre of the Earth based on the story by Jules Verne
- Running Wild By Michael Morpurgo
- The Incredible Ecosystems of Planet Earth by Rachel Ignotofsky

We will begin by planning and writing our own science-fiction narrative, using the chosen text to draw on examples of how the author has developed characters and settings. Later in the term, we will focus on persuasive writing linked to environmental issues and factual reports. Throughout the term, we will build our growing repertoire of rich vocabulary by selecting appropriate vocabulary from planning and understanding how choices can change and enhance meaning. We will continue to develop proof reading skills and in our own and others' writing, propose changes to grammar and vocabulary to improve consistency, including the appropriate choice of pronoun. Whole-class Guided Reading will encourage the children to discuss and respond to questions about texts as well as justify their ideas. To further support their writing, there will be weekly spellings sent home on Fridays, with a spelling quiz the following week.

## Mathematics – Maths No-Problem!

Multiplication & Division  
Time  
Statistics/Data Handling  
Fractions/Decimals

On Mondays we will use the Chromebooks to complete a Multiplication check on Maths Frame. This can also be accessed at home. On Fridays, we will have weekly times table quizzes to monitor our progress with learning our times tables. At home, you can access Sum Dog to practice and develop multiplication and division fluency.

## PSHE

This term our topic *Too Much Selfie isn't Healthy* is about working well with others, about being a good listener and understanding that life is more about *we* than *me*. Love without action isn't love, it's a thought. Love requires an out; love does. By contributing to the lives of others we find fulfilment for ourselves and learn that *Too Much Selfie isn't Healthy!*

We will consider the importance of permission-seeking and giving, in relationships with friends, peers and adults and learn what is unacceptable physical contact. We will learn that the principles of permission apply online as well as face-to-face. Lastly, we will explore the importance of personal hygiene.

# Boundless Biomes

## Year 4 Spring Term

## Science

We will further develop our understanding of keys, using them to identify animals from a range of habitats. We will also construct keys, learning to ask yes/no questions about characteristic differences between animals. When working scientifically, we will make detailed observations and learn which features are useful for identification and classification. We will learn about some of the positive and negative ways that humans change the environment, locally and globally, with a particular focus on how this affects other living things. We will develop our understanding of food chains and what happens if food chains are broken.

Next half term, we will look at the characteristic properties of solids, liquids and gases. Using first-hand experience and secondary sources, we will learn about changes of state and begin to understand freezing and boiling points as identifying characteristics of a material. We will learn the names of some common gases. We will have the opportunity to explore the expansion of liquids and gases when they are heated. We will also learn about the water cycle.

## RE

This term we will learn about the key aspects of Judaism. We will learn that for Jewish people a covenant is like a promise and they have a covenant with God established through Abraham and Moses. We will also learn how Passover is a reminder of the covenant in Jewish Community Practice and how keeping the covenant with God is the basis of Jewish living.

Our Christian Values this term are Community and Hope.

## Geography

This term we will investigate the five main biomes. A biome is a naturally occurring community of living organisms of a single major ecological region. Plants and animals will typically share characteristics that they have adapted to aid their survival in that region and habitat. We will look at closer detail at the main biomes; aquatic, desert, forest, grassland, rainforest and tundra. We will learn about the climate, soil type, animals and plants found in the main biomes. Later in the term we will explore the water cycle and its continuous journey to water from oceans and lakes, to clouds, to rain, to rivers and back to oceans and lakes. We will investigate rivers and locate both rivers across the world and locally.

## Computing

This half term we will learn about the basic principles and techniques of simple animation. Beginning with the history of animation, we will find out about some of the early animation techniques used before the use of computers. We will use animation software to incorporate the different techniques into our own animations. Next half term, we will learn about programming and learn about loops. We will then create a program that includes appropriate loops to produce a given outcome.

## PE

In dance, we will focus on creating characters and narrative through movement and gesture. We will gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, we will think about how to use movement to explore and communicate ideas and issues, and our own feelings and thoughts. We will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve our own work.

During hockey sessions, we will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. We will start by playing uneven and then move onto even sided games. We will begin to think about defending and winning the ball. We will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. We will think about the importance of playing fairly and keeping to the rules. We will be encouraged to be a supportive teammate and identify why this behaviour is important.

During body balance, we will think about mindfulness and body awareness. We will learn poses and techniques that will help us to connect our mind and body. The sessions will develop well-being by building strength, flexibility and balance.

We will learn how to play rounders. When fielding, we will learn how to play in different fielding roles. We will focus on developing our throwing, catching and batting skills.

## Design Technology

This term we will make our own stuffed toy based on a chosen animal. We will discuss a prototype in order to adapt the design. We will investigate the best materials to use and design a template. We will need to cut the fabric accurately and use stuffing for filling before creating a seam.

## French

We will have opportunities during speaking and listening activities to identify letter strings, contractions and silent letters in familiar words and pronounce when modelled. We will learn numbers 20-31 and the months of the year. We will explore and find out more about the main festivals and celebrations in France.

# Boundless Biomes

## Year 4 Spring Term

## Art

We will be creating our own Fauvist style rainforest and desert scenes. We will identify similarities and difference in a range of artworks by artists such as Henri Matisse and Jackson Pollock.

## Music

We will further develop our skills of reading, writing and playing notes. We will explore the importance of individual roles in an ensemble and compose our own music using the notes A to C\*. We will learn the key vocabulary; sharp, neutral, flat, semibreve, minim and beat rest.

## Spelling

This term we will revise spelling rules from previous year groups and learn further key spelling and the following key spelling rules:

The /g/ sound spelt 'gu'

Words with endings sounding like /tʃə/ spelt '-ture'

Possessive apostrophe with plurals  
Homophones (scene/seen, mail/male, bawl/ball)

Prefixes 'anti-' and 'inter-'

Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'

