



**St Oswald's Catholic Primary School**

**Year 4 Spring Overview 2021-22**

| <b><u>Subject Area</u></b>               | <b><u>Spring</u></b>  |  |  |
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| <p align="center"><b>R.E.</b></p>        | <p>What makes 'community'?</p> <p><b>Community</b></p> <p>Know and understand:<br/>           Belonging to a community – <b>Explore</b><br/>           The life of the local Christian community – <b>Reveal</b><br/>           Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> | <p>What's more important – giving or receiving?</p> <p><b>Giving and Receiving</b></p> <p>Know and understand:<br/>           Giving and receiving every day – <b>Explore</b><br/>           The Eucharist challenges and enables living and growing in communion – <b>Reveal</b><br/>           Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> | <p>Is self-discipline important in life?</p> <p><b>Self-Discipline</b></p> <p>Know and understand:<br/>           Self-discipline is important – <b>Explore</b><br/>           Celebrating growth to new life through self-discipline – <b>Reveal</b><br/>           Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> |
| <p align="center"><b>English</b></p>     | <p><b><u>Spring 1</u></b><br/>           Stories from other cultures<br/><br/>           Playscripts</p>  |  | <p><b><u>Spring 2</u></b><br/>           Stories with issues and dilemmas<br/><br/>           Poetry</p>   |
| <p align="center"><b>Mathematics</b></p> | <p><b><u>Spring 1</u></b><br/>           Number: Multiplication and Division, Measurement: Area</p>   |  | <p><b><u>Spring 2</u></b><br/>           Number: Fractions, Number: Decimals</p>   |
| <p align="center"><b>Science</b></p>     | <p>Big Question - Is water always wet?</p> <p><b>States of Matter</b></p> <p>-compare and group materials together, according to whether they are solids, liquids or gases.</p>   |  | <p>Big Question - What plants and animals live in our local environments?</p> <p><b>Living things and their habitats</b></p> <p>-To recognise that living things can be grouped in a variety of ways.</p>  |



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|                  | <p>-observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>                          | <p>-To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>-To recognise that environments can change and that this can sometimes pose dangers to living things.</p>  |
| <b>Computing</b> | <p>Can I use my knowledge of repeat loops to create a game?</p> <p><b>Coding with Scratch</b></p> <p>Pupil create a game using repeat loops.</p>   | <p>Can I create my own video including editing and special effects?</p> <p><b>Creating a Video</b></p> <p>Pupils create their own videos and apply special effects to them (Information Technology) . Learn how photos/videos can be edited online for advertisement (Digital Literacy).</p>  |
| <b>PE</b>        | <p>Gymnastics</p> <p>Develop a range of actions, body shapes and include a performance,</p> <p>Link ideas, skills and techniques with control, precision and fluency when performing basic skills.</p> <p>Understand composition by performing more complex sequences.</p> <p>Plan perform and repeat performances with different levels</p> | <p>Dance</p> <p>Create a sequence to a set theme with a partner and in a group</p> <p>Compare, develop and adopt movement and motifs to create longer dances. Use dance vocabulary to compare and improve work.</p>   |
| <b>Games</b>     | <p>Tag Rugby</p> <p>Travel with a ball showing changes of speed and directions using either foot or hand</p> <p>Control and catch a ball and accurately pass whilst moving and under pressure</p> <p>Move with a ball in opposed situations</p> <p>Attacking successfully through tactics</p>  | <p>Football</p> <p>Travel with a ball showing changes of speed and directions using either foot or hand,</p> <p>Invasion games, attacking and defending and moving to an attacking position under pressure</p> <p>Take part in conditioned game with understanding of tactics and rules including attacking and defending</p> <p>Play a game with some accuracy and fluency</p> <p>Evaluate others performances</p> |



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| <p><b>MFL</b></p>     | <p>Can I compare the weather in winter and summer?</p> <p><b>The world around us – (weather)</b></p> <p>-To say what the weather is like in different months/seasons. Repeat, recognise and reproduce weather conditions. Use written and oral weather phrases accurately.</p>  | <p>Where do the animals live?</p> <p><b>Animals and home environments - (animal habitats)</b></p> <p>-To be able to describe different habitats and some animals that live there. To know how to build simple sentences in the third person. To recognise and use the correct gender of nouns.</p>   |
| <p><b>RSHE</b></p>    | <p><u>Life to the Full</u><br/>Module 1: Created and Loved by God<br/>Unit 3 Emotional Wellbeing<br/>Session 1 What am I feeling?<br/>Session 2 What am I looking at?<br/>Session 3 I am thankful<br/>Module 1: Created and Loved by God<br/>Unit 4 Life Cycles<br/>Session 1 Life cycles</p> <p><i>A Journey in Love:</i><br/><b>God Loves Us in Our Differences</b><br/>Section 2: Physical<br/>LI: To describe how we should treat others making links with the diverse modern society we live in.</p> <p>Additional PHSE elements not included in Life to the Full:<br/>Mental Health and Wellbeing Week<br/>Internet Safety Day<br/>Chinese New Year</p> | <p><u>Life to the Full</u><br/>Module 2: Created to love others<br/>Unit 1 Religious Understanding<br/>Story Sessions Jesus, My Friend<br/>Module 2: Created to love others<br/>Unit 2 Personal relationships<br/>Session 1 Family, Friends and Others<br/>Session 2 When Things Feel Bad<br/>Session 3<br/>When Things Change</p> <p><u>Additional PHSE elements not included in Life to the Full</u><br/>Computing - Browsing the internet</p> |
| <p><b>History</b></p> | <p>What was life like for an Ancient Roman?</p> <p><b>The Romans</b></p> <p>As Historians, the children will study the Roman Empire and its impact on Britain then and now. We will also be learning about the history of Liverpool, considering historical concepts such as continuity and change, cause and consequence.</p>  |  |



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| <b>Geography</b>         | <p>What is it like in a desert?<br/><b>Deserts</b></p> <p>As geographers, children will locate deserts (including the Arctic and Antarctic) on physical and online maps. They will also discuss desert climate and how deserts are formed. The impact that deserts have on people that live in or near them will also be investigated. The issues surrounding human activity alters the environment and affects the rate of desertification.</p>  |
| <b>Art</b>               | <p>Can I create symmetrical art?<br/><b>Roman Mosaics</b></p> <p><b>Inspire</b><br/>Children to study Roman mosaic art and use sketchbooks to record ideas<br/>To work from a brief to create a nature-inspired pattern using natural materials</p> <p><b>Skill</b><br/>Create printing blocks to make repeated patterns<br/>Use two printed overlays to mix colours in a pattern<br/>To use tessellation to create tile mosaics</p> <p><b>Final Product</b><br/>To create a final piece of Roman mosaic art using the skills covered<br/><b>Must cover skills – colour, pattern, printing, textiles</b></p>  |
| <b>Design Technology</b> | <p>Can you design a pop-up product using levers and linkages?<br/><b>Construction: Levers and linkages</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].<br/>Children to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.</p> |
| <b>Music</b>             | <p>Can I create a piece using ostinato?</p> <p>The children will study a work by Florence B Price and explore the cultural influences in her work. They will listen and reflect on a piece of orchestral music, create their own piece of music using instruments and voice, perform as an ensemble, learn musical language appropriate to the task.</p>  |



What is a pentatonic scale?

The children will learn how a pentatonic scale is structured and how it varies from a diatonic scale, they will compose a simple melody using the pentatonic scale and combine with a drone accompaniment, they will perform in a group and evaluate their own performance and that of others, and learn musical language appropriate for the task.