



St Oswald's Catholic Primary School

Year 4 Spring Overview 2023-24

<u>Subject Area</u>	<u>Spring</u>		
<p align="center">R.E.</p>	<p>What makes 'community'?</p> <p>Community</p> <p>Know and understand: Belonging to a community – Explore The life of the local Christian community – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>What's more important – giving or receiving?</p> <p>Giving and Receiving</p> <p>Know and understand: Giving and receiving every day – Explore The Eucharist challenges and enables living and growing in communion – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Is self-discipline important in life?</p> <p>Self-Discipline</p> <p>Know and understand: Self-discipline is important – Explore Celebrating growth to new life through self-discipline – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>
<p align="center">English</p>	<p><u>Spring 1</u> Explanations Plays</p>		<p><u>Spring 2</u> Magazines Poetry – exploring form</p>
<p align="center">Mathematics</p>	<p><u>Spring 1</u> Multiplication & Division Length and perimeter</p>		<p><u>Spring 2</u> Time, Fractions and Decimals</p>
<p align="center">Science</p>	<p>How do we hear different sounds?</p> <p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. 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.</p> <p>What plants and animals live in our local environments?</p> <p>Living things and their Habitats</p> <p>To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things.</p>		



Computing	<p>Can I use a search engine safely and efficiently? Smarter searching and Online Safety</p> <p>Pupils to gain awareness of the best ways to use a search engine and to continue to develop awareness of online dangers.</p>	<p>Can I create my own video including editing and special effects? Making a special effects movie</p> <p>Pupils create their own videos and apply special effects to them.</p>
PE	<p>OAA Accurately follow and give instructions and confidently communicate ideas and listen to others. Identify key symbols on a map and use a key to help navigate around a grid. Plan and apply strategies to solve problems. Reflect on when and why I was successful at solving challenges. To work collaboratively and effectively with a partner and a small group.</p>	<p>Athletics Demonstrate the difference in sprinting and jogging techniques. Explain what happens in my body when I warm up. Identify when I was successful and what I need to do to improve. Jump for distance with balance and control. Throw with some accuracy and power to a target area. Show determination to improve my personal best and support and encourage others to work to their best.</p>
Games	<p>Netball Travel with a ball showing changes of speed and directions using feet and hands. Control and catch a ball and accurately pass, receive and shoot the ball whilst moving and under pressure. Move with a ball in opposed situations. Attacking and defending successfully through tactics. Explain what happens to the body during exercise and how this helps to make me healthy. Provide feedback using key terminology and understand what I need to do to improve.</p>	<p>Tennis Use a wide range of skills with increasing control under pressure and use feedback provided to improve the quality of my work. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Understand that there are different areas of fitness and how this helps me in different activities.</p>
MFL	<p>Can I compare the weather in winter and summer? The world around us – (weather)</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? Animals and home environments - (animal habitats)</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>



RSHE	<u>Life to the Full</u> Module 1: Created and Loved by God Unit 3 Emotional Wellbeing Session 1 What am I feeling? Session 2 What am I looking at? Session 3 I am thankful Module 1: Created and Loved by God Unit 4 Life Cycles Session 1 Life cycles	<u>Life to the Full</u> Module 2: Created to love others Unit 1 Religious Understanding Story Sessions Jesus, My Friend Module 2: Created to love others Unit 2 Personal relationships Session 1 Family, Friends and Others Session 2 When Things Feel Bad Session 3 When Things Change <u>Additional PHSE elements not included in Life to the Full</u> Computing - Browsing the internet <i>A Journey in Love:</i> God Loves Us in Our Differences Section 2: Physical LI: To describe how we should treat others making links with the diverse modern society we live in.
History	What changed in Roman Britain? Roman Britain This unit focuses on the Roman invasion of Britannia and the fight with the ancient Britons (e.g. Celts). It studies the Rebellions: Caractacus, Boudicca. It explains the development of Roman towns in Britannia: Aquae Sulis Life on the frontier: Hadrian's Wall. Black Romans in Britain	How did rulers change Christianity? Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity
Geography	How does the location of west Wales affect its coast? Coastal processes and landforms Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast.	How do tourists interact with a place? Tourism Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. Geographical skills: Interpreting climate data



Art	<p>Can I create landscape art?</p> <p>Painting</p> <p>Inspire</p> <p>Observe famous landscape paintings (Van Gogh 'Starry Night'/Monet 'Poppies'/L.S. Lowry 'Industrial Landscape, River Scene')</p> <p>Make commentary on the painting process in sketchbooks and how to use scale and proportion when making observations.</p> <p>Skill</p> <ul style="list-style-type: none">To experiment with creating mood, feeling, movement and areas of interest through texture.To explore colour mixing through printing, using two colour overlays.To use printing to represent the natural environment. <p>Final Product</p> <p>To create a land or sky, natural or industrial landscape with paint.</p> <p>Must cover skills – drawing, colour, pattern, printing</p>
Design Technology	<p>Can I design a pop-up product using levers and linkages?</p> <p>Construction: Levers and linkages</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].</p> <p>Children to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>
Music	<p>Can I create a piece using ostinato?</p> <p>What is a pentatonic scale?</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> <p>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.</p>