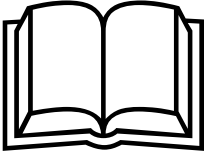













Deanery C.E. Primary School

Programme of Work in Year 4
 SPRING TERM 2019

English and Maths are taught following the Renewed Primary Framework. The aim of the Primary Framework for literacy and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

<p>English</p>  	<p>READING The reading curriculum in Year 4 is based on a wide range of high-quality fiction, poetry and non-fiction and provides opportunities for children to apply their developing reading skills. Children are also given opportunities to choose their own books and other reading materials to develop personal tastes in text-types and authors. This year the children have been introduced to the Reading Cloud where they can search for their favourite authors and books that are in the library as well as researching similar books by different authors. The Year 4 reader needs to develop the ability to use a range of resources to find and retrieve answers from texts, summarise the main points from the text and develop their inference skills.</p> <p>WRITING Narrative writing develops both in length and in structure, using good models from personal reading and stories read aloud. Children should begin to organise work into sequenced paragraphs. Learners should be increasingly using ambitious vocabulary and varied sentence construction to engage the reader. Narrative: Myths and Legends and Playscripts Non Fiction: Recounts and Leaflets Poetry: Exploring Forms This weekly session will develop the 4 generic targets in writing: Vocabulary, Conjunctions, Openings (Fronted adverbials) and Punctuation</p> <p>SPELLING Year 4 spelling is marked by increasing accuracy of high frequency and phonically regular words and the ability to apply a range of strategies to unfamiliar words. Children will begin to understand the meaning of and add to root words, prefixes and suffixes. Children will be expected to know all the year 3 and 4 statutory spellings by the end of the year and to use them in their writing.</p> <p>HANDWRITING Children will be taught to use a neat, joined and legible handwriting style both in dedicated practice sessions and consistently across the curriculum.</p>
<p>Mathematical Development</p> 	<p>In Year 4, children solve increasingly complex word problems and, where appropriate, use a calculator to do so. They identify the operations to use, record them using symbols in number sentences and talk about their methods and their solutions. Most children learn how mathematics is used to represent real-life problems. Links to other curriculum areas and to out-of-school contexts demonstrate the role of mathematics as an important and valuable problem solving tool. Year 4 children derive and recall addition and subtraction facts that involve two, three and four-digit numbers.</p> <p>At the beginning of the year there is a big focus on place value. Children recall multiplication tables to 12 x 12 and derive the associated division facts. They read times in different formats (analogue, 12 hour and 24 hour digital) and interpret and calculate time intervals.</p>
<p>Science</p> 	<p>Spring 1 – Sound Children will identify how sounds are made through vibrations and how these travel to the ear. They will find patterns between the pitch and volume of a sound and how they are produced. Children will investigate how sounds get fainter when the distance from the sound source increases.</p> <p>Spring 2 – States of matter Children will learn about states of matter. They will compare and group materials together according to whether they are solids liquids or gases. They will observe that some materials change state when heated or cooled and they will identify the part played by evaporation and condensation in the water cycle.</p>
<p>R.E.</p>	<p>There are two main strands to R.E. in the Spring term.  What is the Trinity? We will offer suggestions about what texts on baptism and what the Trinity might mean and</p>

	<p>describe how Christians show their beliefs about God the Trinity in worship and in the way they live. We will make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today.</p> <p>Salvation We will describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship and make links between some of the stories and teachings in the Bible and life in the world today. We will raise questions and suggest answers about how serving, celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to what we think and how we live.</p>
<p>P.E.</p> 	<p>Gymnastics – Children will use a variety of body parts for supporting balances. They will create and perform sequences combining balances, travelling movements, jumps or rolls.</p> <p>Invasion Games link with Netball – Children will develop simple tactics using a range of equipment and skills. They will learn to shoot at a goal and defend their goals.</p> <p>Dance – Children will develop movement using changes of levels and direction and space. They will learn and improve performance skill. They will develop routines to music. (Egyptians, Charlie and the Chocolate Factory).</p>
<p>I.C.T.</p> 	<p>Toymakers – Children will create a toy using scratch. They will decide which coding they need to use in order to make their toy move and speak.</p> <p>We are musicians – The children will create and develop musical composition based on a Cadbury theme tune.</p>
<p>P.H.S.E.</p> 	<p>Children will work with the Dot Com programme throughout this term. </p> <p>The Dot Com programme is built on the core process of Protective Behaviours, which has as its main themes: 'We all have the right to feel safe all the time', and 'We can talk with someone about anything, even if it feels awful or small'. Implicit in this is that people have a right to feel safe with us. Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear.</p>
<p>Music</p>	<p>In the first term, children will play pieces from notation and memory on the Glockenspiels. Exploring pulse, dynamics, texture and timbre. There will be opportunities in this term for children to bring their own instruments to play in school.</p> <p>During the second term the children will learn how to play the recorder. Children will learn how to read and play music from notation and learn simple notes C, D, E, F and G.</p>
<p>C.C</p> <p>(Creative Curriculum)</p> 	<p>Ancient Egypt: In History, we will find out:</p> <ul style="list-style-type: none"> • How we know about life in Ancient Egypt. • The discovery of the tomb of Tutankhamun. • Different ideas about how the pyramids were built. <p>In Geography, we will find out:</p> <ul style="list-style-type: none"> • Where Egypt is using atlases. • The main geographical features of Ancient Egypt. • The importance of the River Nile in Ancient Egypt. <p>In Art, we will:</p> <ul style="list-style-type: none"> • Find out how tomb paintings were created, and make some of our own tomb-paintings. <p>In Design Technology, we will: Use our understanding of nets to design and make a sarcophagus for a Pharaoh.</p> <p>Chocolate & Fair Trade In History, we will find out:</p> <ul style="list-style-type: none"> • The history of chocolate, where the cocoa bean is grown and who first produced chocolate. The export of products and when and why the Fair Trade label was established. <p>In Geography, we will find out:</p> <ul style="list-style-type: none"> • Where cocoa is grown, where fair trade products come from and how they are transported. <p>In Design Technology, we will find out:</p> <ul style="list-style-type: none"> • Packaging for chocolate and fair trade foods.
<p>Homework</p> 	<p>There will be a weekly spelling test. Children will also be tested on all the Y3/4 spellings half-termly. Children should aim to read for 15 minutes each night and talk about their book. Children are expected to produce a piece of writing based on their 2 literacy targets once every three weeks. This will be completed in their homework target book. Children will complete a grammar homework once every three weeks and also a reading comprehension once every three weeks. Children will complete one project per year – during this time; project work will replace the weekly writing homework. There is also a maths based activity each week, completed electronically via My Maths.</p>

