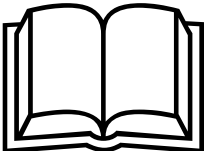














# Deanery C.E. Primary School

## Programme of Work in Year 4 SPRING TERM 2016

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><b>READING</b> 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. The Year 4 reader needs to develop the ability to use a range of resources to find information and answers to questions, deciding which are helpful and which to put aside.</p> <p><b>WRITING</b>  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 paragraphs. Learners should be increasingly using ambitious vocabulary and varied sentence construction to engage the reader. <b>Narrative:</b> Imaginary Worlds, Fairytales and Playscripts <b>Non Fiction:</b> Recounts and Non-chronological reports <b>Poetry:</b> Exploring Forms <b>BIG WRITING</b> This weekly session will develop the 4 generic targets in writing: Vocabulary, Connectives, Openings and Punctuation <b>SPELLING</b> 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. <b>HANDWRITING</b> 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-digit numbers. 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. Teachers introduce children to the skills needed to use a calculator efficiently to carry out calculations involving all four operations. They read times and interpret and calculate time intervals.</p>
<p>Science</p> 	<p><b><u>Spring 1 – Teeth and eating</u></b> Children will learn to classify and identify different types of teeth and their functions. To recognise why and how we must take good care of them. To compare our teeth to those of animals. <b><u>Spring 2 – States of matter</u></b> 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.  New Testament Heroes – where children learn about significant people from the New Testament such as Paul and Stephen. Easter – What is the point? Looking in more depth at the Easter story.</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.  Net/Wall Games link with Tennis and Invasion Games link with Basketball – Children will develop simple tactics using a range of equipment and skills. They will learn to shoot at a goal and also defend their goals.  Dance – Children will understand that the ideas in a story can be translated into a dance and create simple motifs and movement patterns (Inventions and Machines).</p>
<p>I.C.T.</p> 	<p>Blogging – Children will develop their typing skills by learning how to blog using the Deanery blog.  We are musicians – The children will create and develop musical composition whilst working collaboratively within small groups.</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 <u>us</u>. 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>C.C</p> <p>(Creative Curriculum)</p> 	<p><b>Vikings</b>  IN <b>HISTORY</b> WE'LL BE FINDING OUT ABOUT: Why the Vikings came to Britain and why they settled here. We will be learning about how their settlement affected the country and their relationship with the Anglo-Saxon settlers, including why Vikings chose to raid monasteries. We will learn about Viking beliefs and read some of the Viking sagas.  IN <b>GEOGRAPHY</b> WE'LL BE FINDING OUT ABOUT: Where the Vikings came from and where they settled in Britain.  IN <b>ART</b> WE'LL BE FINDING OUT ABOUT: Viking treasure and continue our work on observational sketching.  IN <b>DESIGN TECHNOLOGY</b> WE'LL BE FINDING OUT ABOUT: How to make a miniature Viking boat that floats and sails efficiently through the water using a choice of different materials.  <b>Chocolate &amp; Fair Trade</b>   IN <b>HISTORY</b> WE'LL BE FINDING OUT ABOUT: The history of chocolate, where the cocoa bean is grown and who first produced chocolate. The export of products to our country through history and when and why the Fair Trade label was established.  IN <b>GEOGRAPHY</b> WE'LL BE FINDING OUT ABOUT: Where cocoa is grown, where fair trade products come from and how they are transported to our country.  IN <b>DESIGN</b> WE'LL BE FINDING OUT ABOUT: Packaging for chocolate and fair trade foods.</p>
<p>Homework</p> 	<p>There will be a weekly spelling test. Children should aim to read for 15 minutes each night. 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 term – 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>