

# Thurgoland CE Primary School

Learning Together in Faith and Joy

Year 4  
Spring Term

## Science

### Forces and magnets

Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.

### Light and Shadows

Looking at a range of light sources. Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows changes. How shadows are created by artificial and natural light sources.

## Art

### People in Action

Record their observations in sketch books and use them to review and revisit ideas. Create images of people in action through drawing with ovals. Improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint,]

## PE

### Scheme: Real PE and iMoves

**Units: Gymnastics apparatus, Volcano and earthquake dance, Balance and coordination and coordination and counter balance.**

Use running, jumping, throwing and catching in isolation and in combination.. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges, both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## D.T.

### Volcanoes

Use research and develop design criteria to design a volcano. Generate, develop, model and communicate their ideas through discussion and sketches. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

## Geography

### Human and physical geography

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings. Use maps, atlases, globes and digital/computer mapping to locate countries and describe volcanoes and earthquakes studied.

Name and locate counties and cities where earthquakes occur and volcanoes are present. Name and locate geographical regions and identify their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and to begin to understand how some of these aspects have changed over time.

## **PSHE**

### **Keeping Healthy**

We need to exercise and eat a balanced diet to stay healthy.

We need to look after our bodies and know what they need.

### **Say No to Bullying**

Focus on how it feels to be bullied and how we can prevent and respond to it.

Understand how to solve a 'bullying' situation that arises, including cyber bullying.

### **British Values**

Understand and support equality and opportunity for all.

Respect and tolerate different faiths and religious beliefs.

### **E-safety**

Use technology safely, respectfully and responsibly including the internet, emailing and online gaming.

Recognise acceptable/unacceptable behaviour including cyberbullying.

Identify a range of ways to report concerns about content and contact.

## **ICT**

### **We are Musicians – using Garage Band**

Use one or more programs to edit music.

Create and develop a musical composition.

Develop collaboration skills.

Develop an awareness of how their composition can enhance work in other media.

### **We are HTML editors**

Understand some technical aspects of how the internet makes the web possible.

Use HTML tags for elementary mark up – link to literacy explanatory texts

Use hyperlinks to connect ideas and sources.

Code up a simple web page with useful content.

Understand some of the risks in using the web.

## **RE**

### **Schemes: Understanding Christianity and Discovery RE**

#### **How important is it for Jewish people to do what God asks them to do?**

How Jews show God that they value their special relationship with him.

#### **What is the best way for Jews to show their commitment to God?**

Understand the different ways that Jews show commitment to God. Compare practices to show which shows the most commitment.

## **Music**

### **Scheme: Charanga**

#### **Genres: Class orchestra – Recorder, Grime, Classical, Tango, Latin Fushion, Bhangra, Gospel**

Use their voices and play musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes.

Listen with attention to detail and recall sounds with increasing aural memory.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

## **Modern Foreign Languages: French**

Memorise and present a short spoken text.

Listen for specific words and phrases.

Listen for sounds, rhyme and rhythm.

Ask and answer questions on several topics.

Read and understand a range of familiar written phrases.

Follow a short familiar text, listening and reading at the same time.

Read some familiar words and phrases aloud and pronounce them accurately.

Write simple words and phrases using a model and some words from memory.

Learn about festivals and celebrations in different cultures.

Know about some aspects of everyday life in France and compare them to their own.

Learn about different ways of travelling to France.