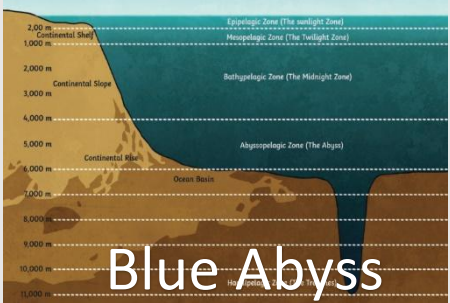


# Lowé's Wong Anglican/ Methodist Junior School

## Topic Overview: Year 4

	Spring 2 Objectives	Vocabulary
<b>Topic</b>	Blue Abyss	 <p style="text-align: center; font-size: 2em; font-weight: bold;">Blue Abyss</p>
<b>Values</b>	Forgiveness	
<b>Enrichment</b> (Visits and visitors)	Time Travelling (Southwell Minster)	
<b>English</b> Quality text	Why The Whales Came The Tale of The Toothbrush Poem – The Sea Dog	
<b>English</b> Writing genres	Poetry – ocean poems using personification Balanced argument – Plastic in the ocean	
<b>Maths</b>	<u>Fractions</u> Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers Compare and order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions to mixed numbers Equivalent fractions on a number line Equivalent fraction families Add two or more fractions Add fractions and mixed numbers Subtract two fractions Subtract from whole amounts Subtract from mixed numbers	
		<p>See English Progression document.</p> <p>We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency.</p> <p>Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.</p>

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<b>Science</b>	<p><u>Food Chains</u></p> <ul style="list-style-type: none"> <li>To use a simple food chain to show how animals and plants depend on each other for food</li> <li>Identify and name producers in different food chains</li> <li>Identify consumers, predators and prey in a food chain</li> <li>To carry out research to create and compare food chains</li> <li>Present different type of food chains</li> <li>Describe different ways to protect plants and animals to prevent threats to food chains</li> </ul>	<p>absorb consumer depend energy habitat herbivore herbivore omnivore photosynthesis predator prey producer protect</p> <p>scavenger threat top/apex predator</p>
<b>History</b>	(Not taught in this topic)	
<b>Geography</b>	<p><u>Are all of the places in North America the same?</u></p> <ul style="list-style-type: none"> <li>What are the five environmental regions of North America?</li> <li>What are the key human features of North America?</li> <li>What is the climate like in parts of North America?</li> <li>What are the biomes of North America?</li> <li>Where is St Lucia?</li> <li>How does St Lucia compare to UK?</li> </ul>	<p>biome climate climate zones continent equator human features landmark physical features population regions topography</p>
<b>Art and Design (artist)</b>	<p><u>Papier Mache</u> Investigate: Chie Hitotsuyama Explore: Design a Jellyfish Create: Make a Papier Mache Jellyfish Reflect: Evaluate the Papier Mache Jellyfish</p>	<p>decoration form layers modelling mould</p>

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		<p>papier mache                      pattern                      shape                      strengthen                      structure                      trimmings</p>
<b>Design Technology</b>	(Not taught in this topic)	
<b>Computing</b>	<p>E-Safety – To create a family protection plan to keep everyone safe online</p> <p><u>Repetition in Shapes</u></p> <ul style="list-style-type: none"> <li>• Programming a Screen Turtle</li> <li>• Programming Letters</li> <li>• Patterns and Repeats</li> <li>• Using Loops to Create Shapes</li> <li>• Breaking Things Down</li> <li>• Creating a Program</li> </ul>	<p>loops                      patterns                      programming                      repeats                      repetition                      safety</p>
<b>RE</b>	<p><u>Salvation &amp; Music</u></p> <ul style="list-style-type: none"> <li>• Why do Christians call the day Jesus died Good Friday?</li> <li>• How do the events of Holy Week affect others?</li> <li>• What can we learn from the events of Maundy Thursday?</li> <li>• Why do Christians call the day that Jesus died Good Friday?</li> <li>• What can we learn from hymns?</li> </ul>	<p>crucifixion                      Easter                      Good Friday                      Holy Week                      Jerusalem                      Maundy Thursday                      resurrection                      salvation                      sin</p>
<b>RSHE/PSHE</b>	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> <li>• My friends and me</li> <li>• Group dynamics</li> <li>• Smoking</li> </ul>	<p>influence                      goal                      dream                      overcome</p>

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	<ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Healthy Friendships</li> <li>• Celebrating My Inner Strength and Assertiveness</li> </ul>	disappointment
PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Respond to stimuli by creating movement phrases</li> <li>• Design my own movement phrases to represent rivers and seas</li> <li>• Link and combine movement phrases and patterns</li> <li>• Perform a short dance phrase with expression</li> <li>• Respond to a changing stimulus</li> <li>• Use a range of dance techniques to create a movement sequence</li> </ul> <p><u>Outdoor &amp; Adventurous Activities</u></p> <ul style="list-style-type: none"> <li>• Work together on different scavenger hunt activities</li> <li>• Work with others to develop problem solving skills</li> <li>• Communicate effectively with others to complete blindfolded activities</li> <li>• Read, follow and understand maps</li> <li>• Take part in an orienteering exercise</li> <li>• Set up a simple orienteering course for others to follow</li> </ul>	call and response challenge communication improvise instructions motif obstacle course orienteering pattern phrase problem-solving stimuli symbols teamwork tempo
MFL Spanish	<p><u>Family</u></p> <ul style="list-style-type: none"> <li>• Acquire cultural knowledge about family life in Spain</li> <li>• <i>Re-visit numbers when stating age</i></li> </ul> <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> <li>• Revisit of grapheme: <i>ie in quien</i></li> <li>• Ask and answer questions about family members</li> <li>• Participate in a role play, introducing family members and stating names and ages</li> </ul> <p><u>Reading and writing</u></p>	Members of the family: el padre, la madre, el hermano, la hermana, el abuelo, la abuela Possessive adjective: mi Ask and answer questions about family members.  Revision of colours Quantifier: bastante

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	<ul style="list-style-type: none"> <li>• Re-order words to form a short, simple sentence</li> <li>• Write a role play</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• <i>Re-visit gender and determiners</i></li> <li>• <i>Revisit plurals: dos hermanas</i></li> <li>• Introduce possessive pronoun: mi</li> <li>• Use first and third person of verb estar and</li> </ul> <p><i>re-visit third person pronouns: eg se llama to give information about family members</i></p> <ul style="list-style-type: none"> <li>• Begin to use negative sentences: No tengo (<i>revisit verb tener</i>)</li> </ul> <p><u>Easter</u></p> <ul style="list-style-type: none"> <li>• Know about some Spanish traditions relating to Easter</li> <li>• Present a short, spoken text (S&amp;L)</li> </ul>	
<b>Music</b>	<p><u>Whole Class instrumental lessons – South America</u></p> <ul style="list-style-type: none"> <li>• To learn, perform and combine the key rhythms used in salsa music</li> <li>• To understand the history and key features of latin music</li> <li>• To identify the pitch of notes from staff notation, and play them accurately</li> <li>• To compose and notate a salsa-inspired melody</li> <li>• To confidently perform a piece of salsa music using voices, instruments, and dancing</li> </ul>	<p>Rhythm Salsa Latin Pitch Notation Compose Notate Melody carnival</p>

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