**Year Group: 4 Spring 1**

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| **ICT**  **We want to know and remember how to search the web. To understand computer networks, including the internet.**  **Knowledge and skills**  **How to safely use the World Wide Web, and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact**  **Vocabulary**  **Algorithm,Copyright,Digital content,Internet,Licence, Search , Web browser, World Wide Web** | **Geography**  **As geographers we want to know and remember** Where in the world is China,capital cities and continents across the world. We will look at the climate of China, and weather conditions.  **Knowledge & Skills** To explore similarities and differences comparing the physical geography of a region of the UK and a region of China. To investigate China and recognise that people have differing quality of life living in different locations and environments. Explain why people may choose to live in a village rather than a city. Explain why people are attracted to different cities. Understand the effect of landscape features on the development of a locality. Know about the wider context of places - region, country. Understand why there are similarities and differences between places.  **Vocabulary**  **China, capital cities, weather, climate, landscape, locality, features, region, similarities, differences** | **PE**  **As sports people we want to know and remember t**o improve our physical fitness through a range of dance moves with some accuracy .Swimming session will also continue weekly with class 9.  **Knowledge and Skills**  Create a dance motif of his/her own and perform to his/her peers. Move at different levels, direction and speed independently and with control  **Vocabulary**  **Balance, movement, music, performance, accuracy,** |
| **Music**  **As musicians we want to know and remember how to compose a piece of music**  **Knowledge and skills**  • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).  • Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.  • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.  Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords.  • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.  • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.  **Vocabulary**  **Range, pitch, compose, create, sequences, record, instruments** | **China and Dragonology**  **Project\ purpose:**  Chinese New Year parent’s assembly (virtual  Virtual tour of the Great Wall of China | **Literacy**  **As citizens of our community and the wider world we will be reading and understanding work by Michael Morporgo, Kassim and the Dragon. We will be planning and innovating our work. We will be reading and performing songs and analysing and writing our own poetry.**  **Knowledge and skills**  **Recall story events using story maps. Showing greater understanding using pictures , signs, text. Refer to prior knowledge of adjectives, adverbs, verbs, nouns. Practice comprehension skills, writing own versions of stories -capital letters, full stops, speech marks, extended noun phrases. Writing spine poems and practising reading and performing with peers.**  **Vocabulary**  **Adjective, nouns, verbs, extended noun phrases, adverbs, spine poems** |
| **PSHCE**  **As citizens of our community and the wider world we want to know and remember**  Hopes and dreams  Overcoming disappointment  Creating new, realistic dreams  Achieving goals  Working in a group  Celebrating contributions  Resilience  Positive attitudes  **Knowledge and skills**  **To know that sometimes things**  **can go wrong and can tell you**  **Why is it good to try again?**  **I know how it feels to be disappointed and can tell you ways to stay positive.**  **Vocabulary**  Dreams, goals, achieve, positivity, celebrate, disappointment | **RE**  **As citizens of our community and the wider world we want to know and remember the 5 pillars of Islam.**  **Knowledge and skills**  To describe and show understanding of links between stories, beliefs and practises of faith communities  *Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practises of different faith communities*  **Vocabulary**  **5 pillars of Islam, beleifs, communities, faith** | **Science**  **As citizens of our community and the wider world we want to know and remember** how we will explore states of matter. We will investigate the differences between solids liquids and gases, and what processes are used in changing these. We will look into the properties of each state.  **Knowledge and Skills** To look at a variety of different materials. Explore the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).  Observe and record evaporation over a period of time e.g., a puddle in the playground or washing on a line. Investigate the effect of temperature on washing drying or snowmen melting.  **Vocabulary**  **States of matter, investigate, solids, liquid, gas, properties** |
| **We will involve our families in our learning by** Using the online platform of Seesaw and our school website. Regular communication and homework.  Yellow reading record books form part of the dialogue, conversations in person/phone call. | | |