

**Engage:**

**Express:**

### Literacy

#### Spoken Language:

Ask relevant questions to extend their understanding and knowledge. Listen and respond appropriately to adults and their peers.

Maintain attention and participate actively in collaborative conversations, staying on topics and initiating and responding to comments. Articulate and justify answers, arguments and opinions. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

#### Reading:

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these. Retrieve and record information from non-fiction. Use dictionaries to check the meaning of words that they have read.

#### Writing:

Discuss and record ideas. Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary of sentence structures. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. In narratives, create settings, character and plots. Assess the effectiveness of their own and others' writing and suggest improvements. Increase the legibility, consistency and quality of their handwriting. Organise paragraphs around. In narratives, creating settings, characters and plot. Assess the effectiveness of their writing and suggest improvements. Increase the legibility, consistency and quality of their handwriting. Organise paragraphs around a theme. In non-narrative material, use simple organisational devices.

### Physical Development

#### Dance (3):

Explore ideas of canon and order of performers

Create a short dance phrase

Make changes of level, speed, direction and repetition

Select and apply canon and unison movements within a dance phrase

Explore accumulative canon

Create a group dance using accumulative canon

#### Striking and fielding - Cricket:

Learn fielding techniques of underarm throwing and catching

Evaluate own ability to underarm throw and catch

Learn effective fielding positions to reduce scoring opportunities

Learn how to strike the ball in various spaces to maximise scoring opportunities

### Personal, Social and Emotional Development

#### PSCHE: Good to be me

Recognise and celebrate my achievements

Identify passive, aggressive and assertive responses

Respond to an issue in an assertive way

Differentiate between big and small worries and suggest ways to help

#### R.E.: Creation and God

Children should learn that Christians regard God as:

- the Holy Trinity - Father, Son and Holy Spirit

- creator

- sustainer

- just

- saving

- loving

God is discovered in different ways through:

- Bible

- Jesus

- conscience

- other people

- faith

## SPRING TERM 2 2018

### Objectives

### Traders and Raiders

### Year 4

### Mathematics

To be identified from the individual Success and Challenge banding cards.

### Languages

Chn will be able to:

Understand a range of familiar spoken phrases - e.g. basic phrases concerning myself, my family, my school, the weather.

### Understanding of the World

#### GEOGRAPHY:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Describe and understand key aspects of time geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time.

#### SCIENCE: Living things and their habitats

Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Ask relevant questions and use different types of scientific enquiries to answer them. Construct and interpret a variety of food chains identifying producers, predators and prey. Record findings using simple scientific language, drawings, labelled diagrams, keys bar charts and tables. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment including thermometers and data loggers.

#### COMPUTING:

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.

#### HISTORY:

Learn about Britain's settlement by Anglo-Saxons and Scots

Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to this time of Edward the Confessor

### Expressive Art and Design

#### Art and Design: observational drawing, 3-D models and Clay Sculpture

Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Find out about great artists, architects and designers in history.

#### Design and Technology:

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Select from and use a wider range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing accurately)

#### Music

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression