



Year 4



Welcome back to a new academic year at The Duke of Bedford! We hope you had a relaxing and joyful Christmas break and cannot wait to get going with another busy and exciting term in school. Below is a short description of the learning that will be taking place across the curriculum for the duration of the Spring term in your child's class. Please remember to check updates on Seesaw where weekly learning will be shared as well as other updates about things happening in our class. As always, should you wish to discuss anything at all, please do not hesitate to come and speak to us.

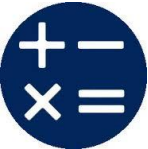

Yours sincerely,
Mrs Hussain




Year 4 PE days
Monday/Friday




Send your child's PE kit into school and they can keep it on their peg.


Please ensure that all jewellery is removed for PE days.

Subject	Term 1	Term 2
<p>PSHE</p> 	<p><u>Healthy and Safer Lifestyles - Digital Lifestyles</u></p> <p>Self-Image and Identity How might my use of technology change as I get older, and how can I make healthier and safer decisions? How does my own and others' online identity affect my decisions about communicating online?</p> <p>Online Relationships How might people with similar likes & interests get together online? Can I explain the difference between "liking" and "trusting" someone online? What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?</p> <p>Online Reputation / Managing Online Information When looking at online content, what is the difference between opinions, beliefs and facts?</p> <p>Health, Wellbeing and Lifestyle Why is it important to ration the time we spend using technology and/or online? How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?</p> <p>Privacy and Security / Copyright and Ownership Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?</p>	<p><u>Healthy and Safer Lifestyles - Drug Education</u></p> <p>What medical & legal drugs do I know about, and what are their effects? Who uses and misuses legal drugs? Why do some people need medicine and who prescribes it? What are immunisations and have I had any? What are the safety rules for storing medicine and other risky substances? What should I do if I find something risky, like a syringe? What do I understand about how friends and the media persuade and influence me?</p>
<p>English</p> 	<p><u>Arthur and the Golden Rope</u></p> <p>Writing Outcomes & Form & Purpose</p> <p>First Big Write-</p> <p>Narrative: Myth Narrative Purpose: To Narrate</p> <p>Second Big Write-</p> <p>Information: Defeating a Viking monster Purpose: To inform</p>	<p><u>The Lost Happy Endings</u></p> <p>Writing Outcomes & Form & Purpose</p> <p>First Big Write-</p> <p>Narrative: Twisted Narrative Purpose: To narrate</p> <p>Second Big Write-</p> <p>Persuasion: Letter Purpose: To persuade</p>

	<p style="text-align: center;">Grammar: Word Grammatical difference between plural and possessive -s</p> <p style="text-align: center;">Grammar: Sentence Noun phrases expanded by the addition of modifying adjectives nouns and prepositions Fronted adverbials</p> <p style="text-align: center;">Grammar: Text Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme</p> <p style="text-align: center;">Grammar: Punctuation Apostrophes for possession (plural nouns)</p> <p style="text-align: center;">Terminology for Pupils: Determiner, pronoun, possessive pronoun, adverbial</p> <p style="text-align: center;">Poetry: Robert Louis Stevenson - From a railway carriage</p>	<p style="text-align: center;">Grammar: Word Grammatical difference between plural and possessive -s</p> <p style="text-align: center;">Grammar: Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials</p> <p style="text-align: center;">Grammar: Text Paragraphs to organise ideas around a theme</p> <p style="text-align: center;">Grammar: Punctuation Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p> <p style="text-align: center;">Terminology for Pupils: Determiner, pronoun, possessive pronoun, adverbial</p>
<p style="text-align: center;">Class Book</p>	<p style="text-align: center;">Zombierella by Joseph Coelho</p>	<p style="text-align: center;">Varjak paw by S.F Said</p>
<p style="text-align: center;">Maths</p> 	<p style="text-align: center;"><u>Multiplication and Division B</u></p> <p>Step 1 Factor pairs Step 2 Use factor pairs Step 3 Multiply by 10 Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100 Step 7 Related facts - multiplication and division Step 8 Informal written methods for multiplication Step 9 Multiply a 2-digit number by a 1-digit number Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1) Step 12 Divide a 2-digit number by a 1-digit number (2) Step 13 Divide a 3-digit number by a 1-digit number Step 14 Correspondence problems Step 15 Efficient multiplication</p> <p style="text-align: center;"><u>Length and Perimeter</u></p> <p>Step 1 Measure in kilometres and metres Step 2 Equivalent lengths (kilometres and metres) Step 3 Perimeter on a grid Step 4 Perimeter of a rectangle Step 5 Perimeter of rectilinear shapes Step 6 Find missing lengths in rectilinear shapes Step 7 Calculate the perimeter of rectilinear shapes Step 8 Perimeter of regular polygons Step 9 Perimeter of polygons</p>	<p style="text-align: center;"><u>Fractions</u></p> <p>Step 1 Understand the whole Step 2 Count beyond 1 Step 3 Partition a mixed number Step 4 Number lines with mixed numbers Step 5 Compare and order mixed numbers Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions Step 14 Subtract from whole amounts Step 15 Subtract from mixed numbers</p> <p style="text-align: center;"><u>Decimals A</u></p> <p>Step 1 Tenths as fractions Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10 Step 6 Divide a 2-digit number by 10 Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths on a place value chart Step 10 Divide a 1- or 2-digit number by 100</p>
<p style="text-align: center;">Science</p> 	<p style="text-align: center;"><u>Electricity</u></p> <p>In this unit children will look at how:</p> <ul style="list-style-type: none"> • Some appliances use mains and some use battery. • Some appliances can exist as electrical and non-electrical. • Circuits can include bulbs, batteries, buzzers, motors, switches and wires. 	<p style="text-align: center;"><u>Human Nutrition</u></p> <p>In this unit children will look at how:</p> <ul style="list-style-type: none"> • We need food to live but something must happen inside our bodies to process it. • The digestive system is made up of different organs in the body: the mouth, the oesophagus, the stomach, the small intestine, the large intestine.

	<ul style="list-style-type: none"> You need a complete loop for the circuit to work. Some materials let electricity pass through easily; these are conductors. Metals are good conductors of electricity. A switch controls whether a component is on or off. 	<ul style="list-style-type: none"> The teeth cut and pull the food. The molars at the back of the mouth grind the food. Saliva contains enzymes and starts the digestive process off. The stomach and stomach acid removes all of the nutrients food provides. The food enters the intestines where water and nutrients are absorbed. Teeth have different shapes, names and jobs. Types of teeth are incisors, molars, premolars and canines. Plaque acid = the substance made by the action of bacteria on sugar in the mouth which causes tooth decay.
<p>Computing</p> 	<p><u>Creating Media- Photo editing</u></p> <p>In this unit children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>	<p><u>Programming B- Repetition in games</u></p> <p>This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>
<p>D&T</p> 		<p><u>Easter Biscuits</u></p> <p>In this unit of work the children will be working towards the design brief to Design, make and evaluate Easter themed biscuits (product) for your own family (user) to enjoy eating at home (purpose).</p> <p>The children will be conducting market research to evaluate existing Easter themed Biscuits on sale. They will use this research to design and then make their own biscuits. Finally the children will sample their finished biscuits and evaluate them.</p>
<p>Art</p> 	<p><u>Exploring Patterns</u></p> <p>In this pathway, children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage. The pathway also introduces them to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people.</p> <p><u>Key Concepts:</u></p> <p>That the act of making drawings can be mindful. That we can use line, shape and colour to create patterns. That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes.</p>	

<p>Geography</p> 		<p>Earthquakes</p> <p>This term we will explore the causes of earthquakes, linking back to some of the key learning from our volcanoes unit in the autumn. We will find out about long and short term effects that earthquakes can have for human and physical geographical features and will know how people who live in areas of the world affected by earthquakes, try to prepare for them.</p>
<p>History</p> 	<p>Ancient Greece</p> <p>In this unit we will be looking at -Different city states within Greece- The Ancient Greek civilization emerged after 800 BCE and reached its peak around 330 BCE with the conquests of Alexander the Great. -How they started democracy- Athens is famous throughout the world for having been the first state to have been governed according to democratic principles. However, it was not democracy as we know it. -Why Greeks started philosophy- While the Romans saw more military success and achieved an empire of greater size, the Greeks always held intellectual dominance, founding the basic principles of science, mathematics and medicine. Greek philosophers liked to ask questions about life. Three of the most important Greek philosophers were: Socrates, Plato and Aristotle. -Worshipping many Gods- The Ancient Greeks held polytheistic beliefs, meaning they worshipped many gods. The Ancient Greeks believed that their gods lived in a palace of clouds above the highest mountain in Greece, Mount Olympus. -Why the Greeks started the Olympic games. - The Olympic Games began around 2,700 years ago in Olympia as part of a religious festival to honour the God Zeus. -How the Greeks influence us today. - The legacy of Ancient Greece is woven through, and present in many areas of modern life around the world. For example, democracy, language, sports, art, theatre, philosophy, science and maths.</p>	
<p>PE</p> 	<p>Orienteering</p> <p>In our Orienteering Unit of Work, children will be able to understand safety rules and procedures, as well as following event rules to participate with others and play fairly.</p> <p>Dance</p> <p>Children will develop a range of expressive qualities and movement patterns. Children will learn and create dance phrases, performing with quality and fluency. The Dance lessons encourage children to apply speed, tension and continuity, and develop an understanding of the use of stimuli to create narratives. Our Year 4 Dance lessons also give children opportunities to consider others by working in pairs, and groups.</p>	<p>Net Wall - Tennis</p> <p>Children will continue to develop racket and ball control, improving control when moving around, and increasing the accuracy and control when performing shots such as forehand and backhand. They will improve decision making in game situations, allowing them to play shots and move into good positions on the court to make it difficult for opponents. Children are encouraged to work well with others, communicating and collaborating, whilst being fair and respectful when competing against others.</p> <p>Invasion Games - Hockey</p> <p>In this unit, children will continue to develop ball control, improving control when moving around, and increasing the accuracy and control when passing, shooting and receiving. They will improve decision making in game situations, allowing children to make passes and move into good positions to make it difficult for opponents.</p>

<p>Religious Education</p>	<p style="text-align: center;">People of Faith-</p> <p>In this unit we will be looking at those who have faith. We will focus on people who believe in something or someone and that that idea is to be trusted.</p> <p>Important figures such as Greta Thunberg who believes that climate change will negatively impact the futures of young people and those not yet born and is passionate about global change. Thunberg believes in peaceful protest to share her beliefs. Martin Luther King was a protestant Christian. He was also a minister within a Baptist church. He believed in the importance of equality and human rights for African American people who were treated unfairly in the USA in the past. He helped to bring about the passing of the civil rights act in 1964, meaning that African Americans had equal rights to those of white citizens. Malala Yousafzai is an activist who believes in rights for woman and girls, especially to having an education. Malala identifies herself as a feminist and a Muslim. Malala was shot for her belief that girls should be entitled to the same rights as boys. Marcus Rashford is a practicing Christian who credits his mother's belief in showing Christian faith through social action. Rashford is a political activist, he has worked hard to ensure children and young people in the UK have access to programmes such as free school meals to ensure all children have equal opportunities.</p>	<p style="text-align: center;">How do we live our lives?</p> <p>In this unit we will look at how different people/groups live by certain rules, whether religious or rule of law. We will look at how the ten commandments impacts the modern lives of Christians and Jews. As time moves forward, rules written in the past may become outdated or open for interpretation, for example Victorian schooling, children working in workhouses, female teachers not being allowed to marry and recent changes to law such as allowing of same sex marriage in some countries.</p> <p>The golden rule of humanism says to 'treat others as you wish to be treated.' Humanists do not believe in a God or worship, rather they believe that all people have a duty to be respectful and caring to other people and to the planet.</p> <p>To have an understanding of what is morally right or wrong. Morals are a personal belief system which you live by in order to feel you are living a good life. Different religions have sets of rules or values that they follow which allow believers to feel that they know what is right and wrong. Non-religious people may develop their own rules or consider the legal laws of the place they live to develop their own morals. We have HEART values in school which help us to understand what is right and wrong and how we should behave.</p>
<p>Music</p> 	<p style="text-align: center;">Stop!</p> <p>-a song/rap about bullying.</p> <p>This unit contains all the classic teaching resources you would expect; Listen & Appraise - the songs we will listen to are: • Stop! - (Grime) • Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) • Radetzky March by Strauss (Classical) • Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) • Libertango by Astor Piazzolla (Tango) • Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop).</p> <p>Warm-up Games, Flexible Games, progressive improvisation resources, and compose tool.</p> <p>This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p>	<p style="text-align: center;">Lean on Me</p> <p>How this Unit is Organised; Strands of Musical Learning:</p> <ol style="list-style-type: none"> Listen and Appraise the song Lean On Me and other gospel-based songs: <ul style="list-style-type: none"> Lean On Me by Bill Withers He Still Loves Me by Walter Williams and Beyoncé Shackles by Mary Mary Amazing Grace by Elvis Presley Ode To Joy Symphony No 9 by Beethoven Lean On Me by The ACM Gospel Choir. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing/Rap the Song Compose your own lyrics with the Song Perform the Song - perform and share your learning as you progress through the Unit of Work. <p>The children will be using instruments during this section of the unit.</p>
<p>French</p>	<p style="text-align: center;">Presenting Myself</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. 	<p style="text-align: center;">My Family</p> <p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person

		singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).
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