

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.

OF BEDFORD

Yours sincerely, Mrs Hussain <u>Year 4 PE days</u> <u>Monday/Friday</u> 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
PSHE	 Healthy and Safer Lifestyles - Digital Lifestyles 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? 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? Online Reputation / Managing Online Information When looking at online content, what is the difference between opinions, beliefs and facts? 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? 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? 	<u>Healthy and Safer Lifestyles - Drug Education</u> 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?
English	<u>Arthur and the Golden Rope</u> Writing Outcomes & Form & Purpose First Big Write- Narrative: Myth Narrative Purpose: To Narrate Second Big Write- Information: Defeating a Viking monster Purpose: To inform	<u>The Lost Happy Endings</u> Writing Outcomes & Form & Purpose First Big Write- Narrative: Twisted Narrative Purpose: To narrate Second Big Write- Persuasion: Letter Purpose: To persuade

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Some appliances use mains and some use • We need food to live but something must			 We need food to live but something must
battery.		••	•
		•	
 Some appliances can exist as electrical and non-electrical. The digestive system is made up of different organs in the body: the mouth, 			
			different organs in the body: the mouth,
• Circuits can include bulbs, batteries, buzzers, the oesophagus, the stomach, the small			
motors, switches and wires. intestine, the large intestine.		motors, switches and wires.	intestine, the large intestine.

	 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. 	 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.
Computing	<u>Creating Media- Photo editing</u> 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.	Programming B- Repetition in games 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.
D&T		Easter Biscuits 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). 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.
Art	Exploring Patterns 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. <u>Key Concepts:</u> 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.	

Geography		Earthquakes 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.
History	Ancient Greece 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 itWhy 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 AristotleWorshipping 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 OlympusWhy 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 ZeusHow 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.	
PE	Orienteering 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. Dance 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.	Net Wall - Tennis 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. Invasion Games - Hockey 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.

Religious	People of Faith-	How do we live our lives?
Education	In this unit we will be looking at those who have	In this unit we will look at how different
Luucation	faith. We will focus on people who believe in	people/groups live by certain rules, whether
	something or someone and that that idea is to be	religious or rule of law. We will look at how the
	trusted.	ten commandments impacts the modern lives of
	Important figures such as Greta Thunburg who	Christians and Jews. As time moves forward,
	believes that climate change will negatively impact	rules written in the past may become outdated or
	the futures of young people and those not yet born	open for interpretation, for example Victorian
	and is passionate about global change. Thunberg	schooling, children working in workhouses, female
	believes in peaceful protest to share her beliefs.	teachers not being allowed to marry and recent
	Martin Luther King was a protestant Christian. He	changes to law such as allowing of same sex
	was also a minister within a Baptist church.	marriage in some countries.
	He believed in the importance of equality and human	The golden rule of humanism says to 'treat
	rights for African American people who were	others as you wish to be treated.' Humanists do
	treated unfairly in the USA in the past.	not believe in a God or worship, rather they
	He helped to bring about the passing of the civil	believe that all people have a duty to be
	rights act in 1964, meaning that African Americans	respectful and caring to other people and to the
	had equal rights to those of white citizens.	planet.
	Malala Yousafzai is an activist who believes in rights	To have an understanding of what is morally right
	for woman and girls, especially to having an	or wrong. Morals are a personal belief system
	education. Malala identifies herself as a feminist and	which you live by in order to feel you are living a
	a Muslim. Malala was shot for her belief that girls	good life. Different religions have sets of rules
	should be entitled to the same rights as boys.	or values that they follow which allow believers
	Marcus Rashford is a practicing Christian who	to feel that they know what is right and wrong.
	credits his mother's belief in showing Christian faith	Non-religious people may develop their own rules
	through social action. Rashford is a political activist,	or consider the legal laws of the place they live
	he has worked hard to ensure children and young	to develop their own morals. We have HEART
	people in the UK have access to programmes such as	values in school which help us to understand what
	free school meals to ensure all children have equal	is right and wrong and how we should behave.
	opportunities.	
Music	Stop!	Lean on Me
	-a song/rap about bullying.	How this Unit is Organised; Strands of Musical
	This unit contains all the classic teaching resources	Learning:
	you would expect; Listen & Appraise - the songs we	1. Listen and Appraise the song Lean On Me and
	will listen to are: • Stop! - (Grime) • Gotta Be Me	other gospel-based songs:
	performed by Secret Agent 23 Skidoo (Hip Hop) .	• Lean On Me by Bill Withers • He Still Loves
	Radetzky March by Strauss (Classical) • Can't Stop	Me by Walter Williams and Beyoncé • Shackles
	The Feeling! by Justin Timberlake (Pop with soul,	by Mary Mary • Amazing Grace by Elvis Presley
	funk and disco influence) • Libertango by Astor	• Ode To Joy Symphony No 9 by Beethoven •
	Piazzolla (Tango)• Mas Que Nada performed by	Lean On Me by The ACM Gospel Choir.
	Sergio Mendes and the Black Eyed Peas (Bossa Nova	2. Musical Activities - learn and/or build on your
	and Hip Hop).	knowledge and understanding about the
	Warm-up Games, Flexible Games, progressive	interrelated dimensions of music through: a.
	improvisation resources, and compose tool.	Warm Up Games (including vocal warm ups) b.
	This is a six-week Unit of Work that builds on	Flexible Games (optional extension work) c. Learn
	previous learning. All the learning is focused around	to Sing/Rap the Song d. Compose your own lyrics
	one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music	with the Song
	ieu n'adout the interrelated aimensions of music	3. Perform the Song - perform and share your
		learning as you progress through the Unit of
	through games, singing and composing.	learning as you progress through the Unit of Work
		Work.
		Work. The children will be using instruments during this
French	through games, singing and composing.	Work. The children will be using instruments during this section of the unit.
French		Work. The children will be using instruments during this
French	through games, singing and composing. Presenting Myself	Work. The children will be using instruments during this section of the unit. My Family
French	through games, singing and composing. Presenting Myself In this unit the children will learn how to: • Count to 20. • Say their name and age. • Say hello	Work. The children will be using instruments during this section of the unit. My Family In this unit pupils will learn how to:
French	through games, singing and composing. Presenting Myself In this unit the children will learn how to: • Count to 20. • Say their name and age. • Say hello and goodbye, then ask how somebody is feeling and	Work. The children will be using instruments during this section of the unit. My Family In this unit pupils will learn how to: • Tell somebody the members, names and various
French	 through games, singing and composing. Presenting Myself In this unit the children will learn how to: 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 	Work. The children will be using instruments during this section of the unit. My Family In this unit pupils will learn how to: • 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
French	 through games, singing and composing. Presenting Myself In this unit the children will learn how to: 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 	Work. The children will be using instruments during this section of the unit. My Family In this unit pupils will learn how to: • 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
French	 through games, singing and composing. Presenting Myself In this unit the children will learn how to: 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 	Work. The children will be using instruments during this section of the unit. My Family In this unit pupils will learn how to: • 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

	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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