

English

Our Tower by Joseph Coelho.

The children will be reading this beautiful fiction book about three children living in a tower block, as they embark on a fantastical adventure which helps them see their home in a new light.. This powerful story is about how society separates 'urban' spaces from the countryside, but the reality is that nature is everywhere, and everyone should have access to it. Using a variety of aspects of writing, relating to the text we will:

- Write a diary entry about a rainy day
- Writing predictions
- Tower block description
- Past/present progressive tense sentences
- Adventure description
- Speech bubble/direct speech paragraphs
- Comic Strip
- Letter to other residents of the tower
- To write a **recount (journal)** from point of view of one the characters in the story



Our next books are, **Amazing Islands by Sabrina Weiss and Kerry Hyndman & Kojo's Island by the Literacy Company.**

We will revise previously studied

Gateway keys before moving on. Using a variety of aspects of writing, relating to the text we will:

- Predictions of the story – paragraph
- Story map – resolution/ending
- Patterns of speech sentences
- Speech bubbles
- Role play
- Kojo's diary
- Letter Natsuko from Kojo and Yuki
- Justification of favourite theme
- Setting description from Kojo's point of view
- Travel poster
- Narrative - Write own version of 'Kojo's Island' in first person from point of view of boy in story

Maths

In maths we will start continue **with x and ÷**, incorporating **problem solving** into our everyday lessons.

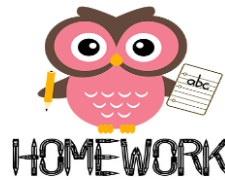


We will then move onto **Fractions and Decimals**. This will include looking at equivalent fractions, some pairs of fractions and decimal equivalencies, add and subtract fractions up to an over one whole, recognise hundredths and count in steps of multiple hundredths using 100 squares, complete a place value grid to divide by 10 and 100, round decimals to the nearest whole number, compare decimals with the same number of decimal places and solve a variety of problems involving fractions.

We will finish the term by looking at **Measurement**; this includes time (12 and 24 hr analogue and digital clock), **money** and **area and perimeter**.

We will, in addition to this, practice and consolidate our knowledge the times tables.

Homework









Children will be set homework and spellings on Dojo each Wednesday and any written homework will need to be submitted, via Dojo, by Monday evening at 5:30PM. The spellings for the whole year, which

are Year 4 spelling lists, are on the Year 4 class page on the website for you to access. Homework will be a different spelling list each week, and the relevant times tables to learn for their test the following Monday. In addition to this, **ALL** children are expected to complete **THREE** Reading Plus sessions each week.

Reading Challenge books will be given out as usual and children will be allocated a time frame to complete the books. Please ensure they are returned on time with a detailed and fully completed book review. If children finish their Reading Challenge book early then they will be given a book banded text from school to read. Please ensure that your child reads for at least 10 minutes a day.

Science

This term we will also complete our '**Electricity**' topic, with practical work. We will be creating circuits and extending or understanding of conductors and insulators. The children will also have the opportunity to create circuits with switches, bulbs and buzzers. Finally, they will learn about the inventor Garrett Morgan and his achievements

	Bulb		Glow when a circuit is complete
	Cell		Transforms chemical energy into electrical energy
	Battery		Two or more cells in series

In Spring 2, we will be exploring the first part of our topic, **Living Things and their Habitats**. We will be exploring and researching different habitats, exploring how can be classified with a classification key. We will end this part of the topic by looking adaptations and classification within species.



RE - To Know you more clearly



Spring 1 – Galilee to Jerusalem – in this branch the children will consider Jesus' question to Peter. '@Who do you say I am?' They will also reflect on Jesus as the servant Messiah and how he announces the Kingdom of Heaven to those at the edge of society. Children will study a variety of pieces of scripture.

Spring 2 – Desert to Garden -

What does it mean to be equal?



**Year 4
Spring Term**

Computing



Introduction to AI

This unit introduces pupils to Artificial Intelligence, exploring what it is, what it can do, and how it is used in today's digital world. Children learn to write clear prompts to communicate effectively with AI tools, consider the responsibilities of being a good digital citizen when using them, and reflect on how AI might evolve in the future.

Unpacking Hardware and Software

This unit allows children to further their understanding of technology and computer systems in relation to their hardware and software. Children will understand the role of hardware, the role of software and how they interact together to complete tasks.

PSHE



In Year 4 the children learn about how God loves us in our differences. The children will know and understand that they are all different and celebrate these differences, as they appreciate that God's love accepts us as we are and as we change. In our No Outsiders program of study we will be reading ***The Flower and Red: A Crayon's Story.***

We will also be looking what a community is and what makes it work and about how important it is to make the correct decisions about money; using and keeping it safe.

Topic

Our topic in History is 'The Titanic'. We will discuss and explore the timeline of the Titanic and her maiden voyage, investigate sources of information from the voyage and what life was like on board for each of the classes. We will importantly research and find out about the people on board the ship and we will gather evidence to back up opinions during a debate as to why so many people lost their lives on the Titanic. Finally, we will look at the changes that have been made as a result of the disaster and the impact on modern society today. Most importantly, we will be debating: *Who should get into a lifeboat first from a sinking ship, if we believe men and women are equal,*



Music

In line with the new DFE guidance all music units of work will include reading and writing music notations, improvising, composing, and singing songs.



Stop!

This unit includes a song/rap about bullying and integrates composing music through musical notation

Lean on Me – focus it on the Gospel/soul song by Bill Withers. The material presents an integrated approach to music where games, the interrelated dimensions of music

Enrichment

We will be going on a trip this term that is yet to be confirmed.

should we really allow women and children to get into the life boats first?



We will continue to investigate the '**Rivers**', linking it to our study of **The Water Cycle** in science. We will focus on the features of a river, including its course to the sea. We will study

some of the major world rivers and the impact human activity has on them. We will link this to the Titanic topic by plotting the course of the ships maiden voyage to America., including the point it sank and key area for icebergs.

(pulse, rhythm, pitch etc.), singing and playing instruments are all linked.



Art/DT

DT – Torches – in this unit the children will look at the features of torches, investigate the casings and design a torch that would have helped passengers when escaping from the Titanic. They will make and evaluate it against set criteria (using a simple circuit) and evaluate it.



Art -Take a Seat – in this unit the children will look at the purpose of art, craft and design in different times and cultures. They will explore different ways of making 3D models using a variety of materials and then design, model and evaluate a chair that would be fit for purpose on board the Titanic in either 1st, 2nd or 3rd class cabins.



P.E.

This term the children will learn the basic skills and apply the rules of:

Dance - Pupils focus on creating characters and narrative through movement and gesture. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts

Yoga – Pupils will learn about mindfulness and body awareness. They will learn yoga poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance.

Fitness - Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility and be given opportunities to work at their maximum and improve their fitness levels.

Tennis - Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition.

