

Year 4 Spring

PE

Games

Spring 1 - Hockey

Spring 2 - Cricket

Strength and movement

Spring 1 - Gymnastics - balance and agility

Spring 2 - Dance

Ball striking games (tennis and cricket)

- Ball control - I can investigate different ways of throwing and receiving and know when each is appropriate
- performance- I can use agility, balance and coordination to hit a ball with appropriate force when using a racket/bat
- Coordination - I can use hand-eye coordination to strike and throw a stationary ball

Gymnastics

- Balance- I can confidently balance on isolated parts of the body using control and hold my stance
- Strength - I can transfer my weight as I move in and out of different positions/stances
- Technique - I can confidently demonstrate a sequence of gymnastic movements and know how to improve my technique
- Performance - I can work cooperatively with a partner or small group to develop strength and balancing skills

GEOGRAPHY

Locational knowledge

Human and Physical Geography

- Describe and understand key aspects of rivers, mountains, and the water cycle

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK a region in a European country.
- Understand and use a widening range of geographical terms e.g specific topic vocabulary; contour, heights, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes
- Explore features on OS maps using six figure grid references
- Use world maps, atlases and globes and digital/computer mapping
- Draw accurate maps with more complex keys

ART

- Artists, architects and designers who use the different studied movements and techniques in their work
- Understand how to create a landscape painting using watercolour
- Observe how objects relate to each other
- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques
- Create different effects by exploring the role of water and by using a variety of tools and techniques such as bleeds, washes, scratches and splashes
- Use sketchbooks to plan work and develop ideas and techniques
- Discuss own and others work, expressing thoughts and feelings and identify modifications and changes to see how they can be developed further

RE

- How does religion inspire and motivate its followers
- Should we all create the same relationships and live the same way
- Reignite what influences them in their life and identify the influence religion and worldviews has on lives, cultures and communities including their own.
- Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions
- Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.

DT

- Create a model with a shall structure, which incorporates an element of movement
- Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.

Textiles

- Use tie-die to create different patterns
- Use a needle and thread to stitch and embroider to attach two pieces of fabric

Evaluate

- Consider how existing products and their own finished products might be improve and how well they meet the needs of the intended user
- Evaluate the product and prototypes by carrying out appropriate tests

Make

- Cutting internal shapes, slots in frameworks (risers scissors)

HISTORY

- The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor
- A local history study on the impact of the Naval history of the UK and how this has shaped UK and local identity
- Develop understanding of how time periods have changed within and across time periods studied
- Compare and explain the similarities and differences between different time periods and artefacts
- Communicate their learning thorough the use of historical terminology and vocabulary appropriate to the period of history studied
- Can identify connections between different periods of study and impact
- Can summarise a time period and begin to ask questions about its impact
- Can draw conclusions from a variety of facts or historical sources and ask questions about the sources
- Can explain how different sources show the past and contradict

COMPUTER

- Understand how results are selected and ranked by search engines
- Understand that computer networks enable the sharing of data and information
- Understand that the internet is a large network of computers and that information can be shared between computers.

KEYNOTE

- Add a link to an object by tapping it on the canvas
- Insert content from the files app
- Access transition options to animate between slides
- Assign bullet points, edit list styles and alter indentations
- Apply variations of a font
- In a shape or an object, apply text options
- Alter the 'contain proportions' options to change the way shapes and objects are resized
- Group objects of set boxes by selecting 2 or more assists to maintain relations or to make managing assets easier
- Include presenter notes for presentations purposes
- Use find to locate a word or phrase
- Identify the guides on the canvas and recognise the use of spacing guides and centre guides
- Select multiple objects on the canvas
- Explore the use of comments for remote, collaborative working

Table

- Change the format of a cell or group of cells using the presets provided

Charts

- After the appearance of the column/bar
- Toggle chart border on and off
- Toggle on and off: axis line, gridlines, tick marks
- Adjust axis scale if appropriate
- 3D settings: change bar depth, change bar shape, change the Angle of the chart.

Animation skill

- After tapping 'play' take note that where multiple animations may be present that these may not play out in the order you'd hoped. This is where you'll begin to look at 'build order' to begin sequence arrangements.
- Use the 'build order' : Objects with their animation type listed are presented in a table and can be rearranged to suit
- The first animation can happen either 'on tap' or 'after transition'
- Subsequent animations can then be organised to play with the animation before or afterwards, once the animation for that object has finished
- You can also preview the animator build order
- Learn how to customise animations.
- Use 'magic move', a 'transition' affect to create animations that jump between slides.
- Animation project - choose your own adventure story. Using links to direct to different slides in the project based on the choices of the reader
- Animation sequence - use a series of animation builds to develop an animated sequence.

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.

States of matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with