# Year 4 – Spring

**English –**

**Guided Reading – Matilda**

**Class text – Charlie and the Chocolate Factory**

| | National Curriculum objective(s) | Success criteria | Project work | Key vocabulary (All pupils **must** be exposed to this) **Tier 2** | Key vocabulary (All pupils **must** be exposed to this) **Tier 3** | Links to previous and future learning |
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| **History** | • Geography based topic | • Geography based topic | • Geography based topic | • Geography based topic | • Geography based topic<br>• | • Geography based topic |

| Geography | | | | | | |
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| | • • Ge2/1.1 Locational Knowledge<br>• • Ge2/1.1a 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<br>• • Ge2/1.1b name and locate counties and cities of the United Kingdom, 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<br>• • Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)<br>• • Ge2/1.2 Place Knowledge<br>• • Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America<br>• • Ge2/1.3 Human and Physical Geography<br>• • Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>• • Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity | • I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>• I can describe and understand key aspects of human 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.<br>• I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.<br>• I can identify and discuss the key physical and human characteristics of South America.<br>• I can locate South America and name a wide variety of countries, land marks and other key features from this continent. | • Locate rainforests<br>• Investigate the climate of rainforests<br>• Investigate the layers of the rainforest<br>• Investigate what creatures live in the rainforest<br>• Investigate the Amazon rainforest and compare/contrast with forests in the UK<br>• Investigate the effect humans are having on the rainforests. | • Farmland<br>• Rainforest<br>• Layer<br>• Habitat<br>• Leaf<br>• Temperature | • canopy<br>• understorey<br>• emergent<br>• tropical<br>• equator<br>• equatorial<br>• climate<br>• endangered<br>• environment<br>• deforestation<br>• humid | Link to Y5 tropics of Cancer and Capricorn<br>Link to Y5 identifying biomes |

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| | including trade links, and the distribution of natural resources including energy, food, minerals and water<br>• • Ge2/1.4 Geographical Skills and Fieldwork<br>• • Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• •<br>• • Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>• •<br>• • Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | | | |
| **Art and Design** | • to create sketch books to record their observations and use them to review and revisit ideas<br>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]<br>• about great artists, architects and designers in history. | • To learn about great artists, architects and designers in history, recall some of their most important pieces and be able to discuss this work in detail (looking in greater detail in the artist below)<br>• Artist focus- Henry Roseau's Tigers | • To create a Henri Roseau inspired piece of artwork relating to the rainforest.<br>• To make a rainforest in a box. | • Layer<br>• Leaf<br>• Painter<br>• Jungle<br>• Scene<br>• Assemble<br>• materials | • Gallery<br>• Impressionism<br>• Abstract<br>• | |

| 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<br>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>• 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<br>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. | • | | | |
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| R.E. | | • What can we learn from religions about deciding what is right and wrong?: To give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions<br><br>• To make connections between stories of temptation and why people can find it difficult to be good<br>• To give examples of ways in which some inspirational people have been guided by their religion<br>• To discuss their own and others' ideas about how people decide right and wrong<br>• Why is Jesus inspiring to some people?; To describe how Christians celebrate Holy Week and Easter Sunday<br>• To make connections between some of Jesus' teachings and the way Christians live today<br><br>• To identify the most important parts of Easter for Christians and say why they are important<br>• To give simple definitions of some key Christian terms (gospel, salvation) and illustrate them with events from Holy Week and Easter | • | • Christianity<br>• Rule<br>• Bible<br>• Guide<br>• Decision<br>• Right<br>• Wrong<br>• Moral<br>• | • Humanism<br>• Judaism<br>• Commandment<br>• Torah<br>• | Link to Y5 topic on Jesus<br>Link to Y5 topic on God |

| P.S.H.E/R.S.E | • | • explain what makes human rights universal;<br>• understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;<br>• explain what democracy is and how this relates to rules and human rights;<br>• know that human rights are not dependent on responsibilities;<br>• explain what it means to respect the rights of others and nderstand why this is important;<br>• understand how stereotypes can inhibit people's human rights being met.<br><br>• explain what the male and female reproductive body parts are for;<br>• discuss ways in which people can deal with or overcome emotions experienced during puberty;<br>• show respect for the differences between different families;<br>• describe the different types of relationships that exist, without prejudice;<br>• show an awareness of myths surrounding pregnancy and birth;<br>• describe the conception and birth of a baby, using some scientific vocabulary. Some children should be able to:<br>• use correct scientific vocabulary to discuss male and female body parts and what they are for;<br>• ask mature questions about puberty and the changes people experience;<br>• use a range of technical terms when discussing differences in sex, gender identity and sexual orientation;<br>• use scientific vocabulary to accurately explain how babies are made and how they are born; | • Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.<br>• Know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.<br>• Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.<br>• Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people<br>• Know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.<br>• Know what democracy is, and about the basic institutions that support it locally and nationally.<br>• Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.<br>• Understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.<br>• Realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.<br>• Listen and respond respectfully to a wide range of people, to | • Right<br>• Democracy<br>• Responsibility<br>• Respect<br>• Difference<br>• male<br>• female<br>• baby<br>• worried<br>• anxious | • Society<br>• Community<br>• Universal<br>• Reproduction, ,<br>• penis,<br>• vagina,<br>• breasts,<br>• species,<br>• womb,<br>• uterus,<br>• egg,<br>• foetus,<br>• testicles<br>• sperm.<br>• Puberty<br>• Hormones<br>• Erection<br>• Testosterone<br>• Oestrogen<br>• Acne<br>• Period<br>• Genitals<br>• Crush<br>• Isolated<br>• Siblings<br>• Lesbian<br>• Gay<br>• Fostered<br>• Adopted<br>• Oovaries<br>• Embryo<br>• Umbilical cord<br>• Amniotic sac | Link to Y5 Puberty topic<br>Link to Y5 topic on Britain |

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| | • consider why this topic is sensitive and difficult for some people to explore. | feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.<br>• Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).<br>• Recognise and challenge stereotypes.<br><br>• Learn about human reproduction.<br>• Learn how their body will, and emotions may, change as they approach and move through puberty.<br>• Learn how their body will, and emotions may, change as they approach and move through puberty.<br>• Learn how their body will, and emotions may, change as they approach and move through puberty.<br>• Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.<br>• Learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.<br>• Learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.<br>• Learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. | | | |

| Computing | | | | | |
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| | • 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.<br>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.<br>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.<br>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | • Children can look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text.<br>• Children can use text formatting to make a piece of writing fit for its audience and purpose.<br>• Children can role-play the job of a journalist in a newsroom.<br>• Children can interpret a variety of incoming communications and use these to build up the details of a story.<br>• Children can use the incoming information to write their own newspaper report.<br>• Children can use 2Connect to mind-map ideas for a community campaign.<br>• Children can use these ideas to write a persuasive letter or poster as part of the campaign.<br>• Children can assess their texts using criteria to judge their suitability for the intended audience<br>• Children know what the common instructions are in 2Logo and how to type them.<br>• Children can follow simple 2Logo instructions to create shapes on paper.<br>• Children can follow simple instructions to create shapes in 2Logo.<br>• Children can create 2Logo instructions to draw patterns of increasing complexity.<br>• Children understand the pu and pd commands.<br>• Children can write 2Logo instructions for a word of four letters.<br>• Children can follow 2Logo code to predict the outcome.<br>• Children can create shapes using the Repeat command.<br>• Children can find the most efficient way to draw shapes.<br>• Children can use the Procedure feature.<br>• Children can create 'flowers' or 'crystals' using 2Logo. | • To write for different audiences.<br>• To use and build procedures in Logo | • Text<br>• Command<br>• repeat | • font<br>• format<br>• unformatted<br>• simulated<br>• scenario<br>• journalist<br>• procedure | Link to Y3 Coding<br>Link to Y5 Coding<br>Link to Y6 Coding |

| Science | | | | | | |
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| | • recognise that living things can be grouped in a variety of ways<br>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>• recognise that environments can change and that this can sometimes pose dangers to living things.<br>• compare and group materials together, according to whether they are solids, liquids or gases<br>• 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 (°C)<br>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | • group living things in a range of ways.<br>• use a range of methods to sort living things<br>• generate questions to use in a classification key.<br>• identify vertebrates by observing their similarities and differences.<br>• use evidence to identify an invertebrate.<br>• create a classification key.<br>• show the characteristics of living things in a table and a key.<br>• recognise positive and negative changes to the local environment.<br>• record observations in different ways.<br>• describe environmental dangers to endangered species.<br>• present findings orally and in writing.<br><br>• sort and describe materials.<br>• investigate gases and explain their properties.<br>• investigate materials as they change state.<br>• explore how water changes state.<br>• investigate how water evaporates.<br>• identify and describe the different stages of the water cycle | • sort living things using Venn and Carroll diagrams<br>• Use classification keys<br>• Go on an invertebrate hunt and use classification keys to identify and name the living things they find<br>• Make classification keys to sort living things<br>• Go on an outdoor visit to a suitable local habitat e.g. a local park or an area of the school grounds that will show signs of man-made changes.<br>• Research an endangered species and produce a short presentation.<br><br>• Investigate solids, liquids and gases<br>• Investigate gases and identify their properties<br>• Investigate melting and freezing<br>• Complete an ice cube investigation<br>• Complete an evaporation investigation<br>• Create an interactive model of the water cycle | • Solid<br>• Heat<br>• Cooled<br>• Cool<br>• Ice<br>• Melt<br>• Freeze<br>• Liquid<br>• gas<br>• Environment<br>• Plants<br>• Animals<br>• Fish<br>• Birds<br>• Mammals<br>• Insects | • Celsius<br>• Thermometer<br>• Evaporation<br>• Condensation<br>• Precipitation<br>• Condense<br>• Vapour<br>• Solidify<br>• Flowering<br>• Non-flowering<br>• Vertebrate<br>• Amphibians<br>• Reptiles<br>• Invertebrates<br>• Endangered<br>• species | Link to Y5 solids, Liquids and Gases<br>Link to Y5 Life Cycles |

| Music | | | | | | |
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| | • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br>• improvise and compose music for a range of purposes using the inter-related dimensions of music<br>• listen with attention to detail and recall sounds with increasing aural memory<br>• use and understand staff and other musical notations<br>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br>• develop an understanding of the history of music. | • Language of music; learn about pitch and rhythm. | • Sing and perform song. Develop and improve performance.  Explore tempo.  Add choreography.<br>• Compose on lyrics to song.  Improvise with the structure of the composition.<br>• STOP! (Links to PSHCE, bullying)  Listen and appraise Hip-hop, Classical, Grime, Soul,  Tango<br>• Perform.  Play instruments with the songs, with and without notation.<br>• Clapping rhythm with and without notation.<br>• Improvise with the song using notes FGA.<br>• Compose and perform 8 bars of music.  Listen appraise and improve. | • Rap<br>• Perform<br>• Sing<br>• | • composition<br>• Pulse<br>• Synthesizer<br>• Accompaniment<br>• Interlude<br>• Chorus<br>• Compose<br>• Tempo<br>• Dynamics<br>• classical | Link to Y3 composing<br>Link to Y5 composing<br>Link to Y6 composing |

| Languages | | | | | | |
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| | • listen attentively to spoken language and show understanding by joining in and responding<br>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words<br>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures<br>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases<br>• present ideas and information orally to a range of audiences<br>• read carefully and show understanding of words, phrases and simple writing<br>• appreciate stories, songs, poems and rhymes in the language<br>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly<br>• describe people, places, things and actions orally and in writing<br>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | • To learn phrases related to time.<br>• Spellings: Revisit the alphabet. Spell words which they have already come across. Focus also on pronunciation of double letters.<br>• To ask and tell the time.<br>• To learn parts of the body<br>• To describe a daily routine. | • To play what time is it Mr Elephant.<br>• Memorise and present a short spoken text e.g. a song or finger rhyme.<br>• Simple Simon Says: Juan dice<br>• | • | • | Link to Y3 Spanish<br>Link to Y5 Spanish<br>Link to Y6 Spanish |

| P.E. | • use running, jumping, throwing and catching in isolation and in combination<br>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending<br>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br>• compare their performances with previous ones and demonstrate improvement to achieve their personal best. | • Health Related Fitness: Can maintain physical exertion over sustained periods of time (distance running)<br>• Can demonstrate what core muscles do and where they are. (planks, sit ups, press ups.)<br>• Understand what plyometrics is and how it is used in sport<br>• Can compete against yourself and others to improve scores in a range of fitness tests. (Timed running, planks, sit ups.<br>• Rounders: Can show the correct stance with the bat and begin to strike the ball.<br>• Can throw accurately and powerfully to a partner 4 metres away<br>• Can accurately bowl underarm to a partner<br>• Will be able make correct fielding decisions to have effective outcomes within a rounders game.<br>• | • Circuit training<br>• Yoga<br>• Shuttle run relays<br>• Jumping<br>• Sprinting<br>• Throwing<br>• Bowling<br>• Batting<br>• Fielding<br>• Playing games of rounders | • Pose<br>• Core<br>• Strength<br>• Flexible<br>• Fitness<br>• Stretch<br>• Exercise<br>• Challenge<br>• Compete | • Stamina<br>• Suatain<br>• Performance<br>• Exertion<br>• Yoga<br>• Flexibility<br>• Dynamically<br>• Plyometrics<br>• Technique<br>• vigorous | Link to Y5 Basketball, Invasion Games |
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