



**Hippings Methodist Curriculum Overview
Year 4 Spring 1**



| | | | |
|---|---|--|---|
| <p align="center">Science –States of Matter</p> <p>Children will:</p> <ul style="list-style-type: none"> + 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 (°C) + identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | <p align="center">English</p> <p>Pied Piper Writing Outcomes: Diary entry and newspaper report</p> <p>Children will:</p> <ul style="list-style-type: none"> + Draw inferences about characters. + Use dictionaries to check meanings. + Generate questions, find answers. + Record information from non-fiction texts. Analyse and evaluate non-fiction texts. + Use commas to mark clauses and start sentences with a fronted adverbial. + Use inverted commas for dialogue | <p align="center">Maths</p> <p>Multiplication and Division:</p> <ul style="list-style-type: none"> + Find and use factor pairs + Multiply by 10 and 100 + Divide by 10 and 100 + Related facts – multiplication and division + Informal written methods for multiplication + Multiply a 2-digit number by a 1-digit number + Multiply a 3-digit number by a 1-digit number + Divide a 2-digit number by a 1-digit number + Divide a 3-digit number by a 1-digit number + Solve correspondence problems <p>Length and Perimeter</p> <ul style="list-style-type: none"> + Perimeter on a grid + Find the perimeter of a rectangle + Find the perimeter of rectilinear shapes + Find perimeter of regular polygons | |
| <p align="center">Geography –Rivers and Mountains</p> <ul style="list-style-type: none"> + Identify and locate the highest peaks in each continent and the UK + Know and understand mountains are formed in a number of ways + Understand mountain climates in different mountain ranges + Locate major rivers of the world + Know and understand how a river is formed + Understand the water cycle | <p align="center">Music – Changes in pitch, tempo and dynamics</p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p> | <p align="center">PSHE – Keeping Safe</p> <p>Children will:</p> <ul style="list-style-type: none"> + Understand dangers, risk + Describe stages of identifying and managing risk + Understand that we can be influenced both positively and negatively + Online safety | <p align="center">Religious Education 4.3 – Jesus</p> <p>Children will learn:</p> <ul style="list-style-type: none"> + that Christians believe Jesus is the Son of God. + that Jesus has power and authority over nature, sickness and death. + the stories of people who have campaigned for justice. that the Jewish holy day is Shabbat. + retell the Bible stories we have talked about. make links between the Bible stories and what Christians believe about Jesus. + use religious language to show that they understand Jesus was both God and man |
| <p align="center">PE – Gymnastic and Dance</p> <p>Gymnastics – Children will practice mirrored balances and create sequences</p> <p>Dance - Pupils will be able to name and demonstrate a variety of creative techniques in creating a group dance. They will show a group dance using action, space dynamics and relationships.</p> <p align="center">PE will be on Wednesday and Thursday afternoons</p> | <p align="center">Computing – Website Design</p> <p>Children develop their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages.</p> | <p align="center">Art – Drawing</p> <p>In this unit the children will look at the artist Alberto Giacometti and his figure drawings. They will use a variety of dry media to recreate his work and also draw their own mannequins. They will also use watercolours to paint their mannequin. Finally, the children will have the opportunity to create their own mannequin based on text they are reading.</p> | <p align="center">French</p> <p>Children will describe people/family member</p> |

