

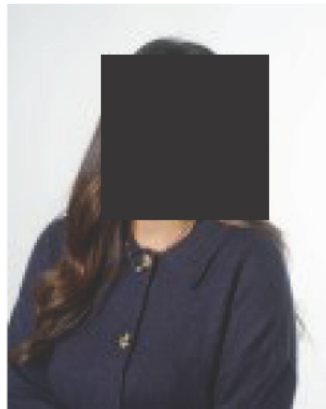
Brownlow Fold Primary School



Year 4: Curriculum Information Spring

Information for parents/carers

Class Teacher



Miss Patel

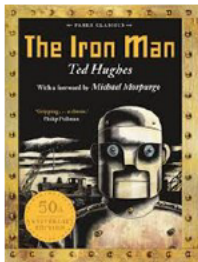
Homework: Homework books will be given out each **Friday** and work should be completed in the homework book and handed in to the class teacher by the following **Wednesday**.

Reading: Children will read weekly in school and the younger children will be supervised to change finished reading books in school. Parents/carers are expected to listen to their child read daily and to sign their reading record.

PE: PE will take place every week on **Tuesdays** with 'Commando Joe' and **Fridays** with the class teacher. Please ensure your child's PE kit is in school on these days.

Please keep this booklet for future reference

On the following pages, there is a summary of the key curriculum information and expected outcomes so that you are aware of what your child will be learning during this term.

Subject	The coverage in English and Mathematics	
	Spring 1	Spring 2
English	Class Text: The Iron Man by Ted Hughes  Writing outcome: An alternative ending Mini outcomes: News bulletin linked to hook Quotes of who saw things Description of iron man Letter to Hogarth to offer advice Diary entry Instructional writing – capturing iron man or building one	Class Text: Barnabus Project by Devin Fan and Terry Fan  Writing outcome: A persuasive brochure Mini outcomes: Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue
Mathematics	Number: Multiplication and Division Measurement: Length and perimeter Daily times tables practice Weekly arithmetic practice Weekly fluency and reasoning	Number: Fractions Number: Decimals Daily times tables practice Weekly arithmetic practice Weekly fluency and reasoning

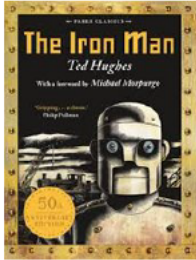
	Prime Learning Challenge	Subsidiary small questions
Science Electricity	Can you create a robot that lights up and makes a sound?	- Which appliances work off mains and/or battery power? - Do you know how to make a simple circuit? - Can you investigate which materials are good insulators and conductors of electricity?
Art and Design Drawing – Monochromatic	How do artists draw perspective?	- What is the difference between shape and form in drawing? - How can we use linear perspective in drawing? - How can we use atmospheric perspective in drawing? - How can I be inspired by how Patrick Hughes uses perspective? - How can we evaluate our artwork?

Design and Technology	Do you know how to design and make a robot with a circuit inside it?	- RESEARCH/EXPLORE - DESIGN/PLAN - MAKE - EVALUATE
Geography	Do you know why do so many British people go to the Mediterranean for their holidays?	- Where is the Mediterranean? - Which countries border the Mediterranean Sea and what do we know about them? - How do the human and physical features of the UK differ from those of Mediterranean countries? - How can we compare and contrast a Mediterranean holiday resort with one in the UK? - What is Brexit and why is it important to know about it?
History	Do you know why there is a statue of Samuel Crompton in Nelson Square, Bolton?	- Do you know what Samuel Crompton's early life was like? - Do you know why there is a statue of Samuel Crompton in Bolton Town Centre and why he is still remembered today? - Do you know why Samuel Crompton invented the Spinning Mule and the impact it had on people's lives?
Computing Spring 1: Coding Spring 2: Logo	Spring 1: Can you use previously learnt skills to plan an algorithm and create a sequence?	- Can you use plan an algorithm for a scene and program it? - How does selection and IF statements work in computer programming? - How do you use co-ordinates in computer programming? - Can you create a short program that includes repeat until and IF/ ELSE commands? - Can you explain, create and use variables when programming? - How does a code make a game work?
	Spring 2: Can you plan and create a program using a repeat command?	- Can you use Logo commands to predict shapes? - Can you use the repeat command to create letters? - Can you use Logo commands to create shapes? - Can you use Logo commands to build procedures?

Music	Spring 1: The doot doot song	<u>Spring 1:</u> - Can children sing/chant swing rhythms lightly and accurately in Warm-up and stomp canon, The doot doot song, and I wanna sing scat? - Can children sing Part 2 of I wanna sing scat? - Can children ‘doodle’ (improvise) with voices over a backing track? - Can children learn a part on tuned percussion and play in a whole-class band? - Can children listen and identify similarities and differences between acoustic guitar styles?
	Spring 2: Fanfare for the common man Spain	- Can children improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare? - Can children compose a fanfare using a small set of notes, and short, repeated rhythms? - Can children recognise and talk about the musical characteristics of a fanfare using music vocabulary? - Can children play repeating rhythmic patterns? - Can children count musically? - Can children invent a melody? - Can children fit two patterns together? - Can children structure musical ideas into their own composition?
Religious Education Spring 1: Salvation Spring 2: Kingdom of God	Spring 1: Why do Christians call the day Jesus died ‘Good Friday’?	- Do you know what ‘salvation’ means? - Do you know the events of Holy Week and can you give examples of what Christians say about the importance of the events? - Can you make simple links between the Gospel accounts and how Christians mark the events of Easter? - Can you describe how Christians show their beliefs about Jesus in worship in different ways?

	Spring 2: What was the impact of Pentecost for Christians?	• Can you make links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth? • Can you suggest what the events of Pentecost in Acts 2 might mean? Give examples of what Pentecost means to Christians now. • Can you make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God and how Christians live now? • How do Christians show their beliefs about the Holy Spirit in worship? • Can you make links between ideas about the Kingdom of God in the Bible and what people believe about following God today? Can you give reasons for your ideas?
Physical, Social, Health and Economic education (PSHE)	Spring 1: Health and wellbeing	• Looking after our teeth • Relaxation and visualisation • Celebrating mistakes • Meaning and purpose • My happiness • Emotions • Mental health
	Spring 2: Safety and the changing body	• Internet safety- age restrictions • Share aware • First aid- asthma • Privacy and security • Consuming information online • Growing up • Introducing puberty • Tobacco
Languages Spring 1: French Numbers, Calendars and Birthdays Spring 2: French Weather and The Water Cycle	Spring 1: Do you know how to talk about different times throughout the year?	• What are the French numbers up to 31? • How can we say the days of the week in French? • What are the French names for the months of the year? • How do we say the date and our birthday in French? • Can I ask and answer questions about birthdays in French?

	Spring 2: Can we describe the weather?	• What are the French words for different types of weather? • How can we describe the weather today in French? • How does the weather change with the seasons? • What French words help us explain parts of the water cycle? • Can I describe weather and natural changes using French sentences?
Physical Education Spring 1: Dance	Spring 1: Do you know how to complete actions and routines in counts of 4 and 8, in time to the music?	• Choose appropriate actions to represent a character • Perform basic dance actions with control and fluency Choose appropriate movements for actions • Perform basic dance actions with control and fluency Choose appropriate movements for dance • Remember, practise and combine longer, more complex dance phrases
Spring 2: Orienteering	Spring 2: Do you know what skills are needed complete a simple orienteering course whilst communicating effectively with other pupils?	• What symbols can you identify from a map? • How can you fold and orientate the map? • Can you thumb the map? • How do you locate own position on map? • How can you line up position on map using symbols? • How can you contribute to a small group when completing a Orienteering course?

Key Texts	The Iron Man by Ted Hughes 	Barnabus Project by Devin Fan and Terry Fan 
Empowered Learner Focus The 'Empowering Learning' skills play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum.	Resourceful Thinker ▪ Think creatively by generating and exploring relevant ideas, and making original connections ▪ Find links and see relationships ▪ Explore and experiment with resources and materials ▪ Ask 'why', 'how' and 'what if' questions ▪ Apply imaginative thinking to solve a problem ▪ Try different ways to tackle a problem ▪ Work with others to find imaginative solutions and outcomes that are of value	Reflective Learner ▪ Evaluate their strengths and limitations as learners ▪ Review their work and act on outcomes ▪ Set themselves realistic goals and criteria for success ▪ Monitor their own performance and progress ▪ Invite feedback and deal positively with praise, setbacks and criticism. ▪ Make changes to improve their learning Communicate their learning in relevant ways to different audiences
Commando Joe's	The outstanding Commando Joe's curriculum is broad and exciting and provides a great foundation on which all children get the chance to achieve, be resilient, tolerate others and make great choices for life, both inside and outside school. The RESPECT framework supports the "whole school approach" with staff being able to help children to develop these behaviour traits within a number of exciting topics based on amazing characters and aspects of their life stories. Children are then set exciting missions to solve. RESPECT focuses on: - R- Resilience - E- Empathy - S- Self Awareness - P- Positivity - E- Excellence - C- Communication - T- Teamwork  COMMANDO JOE'S® Realising your potential In lessons, children are given different themed missions which they have to complete. This can include saving an endangered animal, collecting items for a trip to the jungle and crossing obstacle courses to save another team member!	
Cultural Enrichment/Competence	Throughout the spring term, the curriculum offers the children the opportunity to	

Our themes involve learning to live well in a diverse society	extend their understanding of cultural diversity through assemblies linked to differences within our community and embrace our differences. Within PSHE lessons, children will explore their uniqueness, and that we need to recognise and celebrate our individual differences in gender, race, ethnicity, religious beliefs, age, customs, place of birth and cultural backgrounds, in an age appropriate way.
Growth Mindset Instilling a Growth Mindset ensures that children are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements	
Vocational Experience Our themes involve learning about the world of work and about the wide range of choices available to children in their futures	Work-related learning: planned activities that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work and working practices and learning the skills for work. Career learning: helps young people develop the knowledge, understanding and skills they need to make successful choices and manage transitions in learning and work.
Home Learning	Home learning is a very important part of a child's education. One of the aims of teaching is for children to develop as independent learners. Home learning is an integral part of the curriculum and is planned and prepared alongside each classes theme and ongoing learning in school. Below is an example of some of the Homework tasks that your child will receive (this is dependent on the year group they are in and differentiated accordingly) ▪ Daily reading –parents are expected to listen to and sign their child's reading record/diary so that we know that they have read at home ▪ Spellings ▪ Handwriting ▪ Times table rock stars – sound check game ▪ Half term activities/tasks