

Termly Overview : Spring Year 4 - 2019-2020

Subject: Islamic studies

Teacher: Mr Ibrahim

What will we be covering this term?

1st Half Term:

- Tafseer (Surah Kauthar)
- Halal and haram consumption
- Taqdeer
- Ghusl
- Seerah Nabi

2nd Half Term:

- Najasah
- Signs of Qiyamah
- Tayammum
- Nabi Ibrahim (as)

Teacher's Marking Key:

Marking codes to be used as per Presentation and Marking Policy.

How will my child be assessed this term?

Children will be assessed on their knowledge and understanding of the topics covered during the term.

How can I help my child in this subject?

Encourage children to read a variety of books based on these topics.

Recommended books: stories of the prophets, tasheelut tareekh 4.

Resources

- Safar publications have a variety of books and resources available for all ages in primary school.
- Learningroots books are a popular publisher for Islamic books.
- Listen to Quran and prophets stories online links available via youtube.

Termly Overview : Spring Year 4 - 2019-2020

Subject: Art and DT

Teachers: Mr Mohamed Daoud & Mrs Mona Gupta

What will we be covering this term?

1st Half Term:

In the 'British Art' unit children will learn how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork. The children will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.

2nd Half Term:

In the unit '**Insects**' children will learn how to use pencil, colour, mosaic design, puppet making and sculpture to create quality artwork. They will have the opportunity to explore the work of a range of 'Insect' artists, in particular, Louise Bourgeois and Jennifer Angus.

Teacher's Marking Key:

N/A

How will my child be assessed this term?

Ongoing assessment through class observations, discussions, group and pair work and practical activities.

How can I help my child in this subject?

- A visit to science museum to have a close look at the insects.
- A visit to the local park and observe the mini-beasts using magnifying glass, take pictures or draw them.
- A visit to the art museum to look at the art created by the British artists.

Resources

- Suggested reading: James and the giant peach, A very hungry caterpillar and Alice in wonderland.
- Art and Science museums and local parks.
- Websites of local galleries and museums.

Termly Overview : Spring Year 4 - 2019-2020

Subject: Computing

Teachers: Mr Mohamed Daoud & Mrs Mona Gupta

What will we be covering this term?

1st Half Term:

The unit of '**Power Point Presentations**' develops children's skills of using presentation software. It will teach children skills of slide transition, animating objects to the slide, creating and embedding hyperlinks and adding audio and video.

2nd Half Term:

The unit '**Animation**' teaches children the basic principles and techniques of simple animation. Beginning with the history of animation, children research some of the early animation techniques used before the use of computers. The lessons then compare a range of free animation software and children incorporate the different techniques into their own animation. After experimenting, children are then given the opportunity to evaluate their experiences in the final lesson.

Teacher's Marking Key:

N/A

How will my child be assessed this term?

Ongoing assessment in class, based on classwork and project work.

How can I help my child in this subject?

Model Making or Drawing: A challenge to make the 'props' for an animation, either by model making (plasticine/clay or junk modelling) or drawing a backdrop scene with a movable character. Either option can be photographed either by children at home with adult guidance, or brought into school to be photographed. The photos could be used in Lesson 5 for stop-motion animation.

Resources:

- Access to desktop or laptop and MS Power point.
- Useful web links include: Existing animation examples such as Wallace and Grommit's Cracking Contraptions, MIT History of Animation, Finding Nemo games, Stop-Motion Behind the Scenes, Morph (History, video clips and fan gallery).
- The animation software used in the lessons are Pivot Animator, MovieSoup and Jellycam.

Termly Overview : Spring Year 4 - 2019-2020

Subject: English

Teachers: Mr Mohamed Daoud & Mrs Mona Gupta

What will we be covering this term?

1st Half Term:

Grammar and Punctuation:

Children will learn to start each new speaker on a new line in their writing and to use comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! They will be able to use full punctuation for direct speech in their writing.

They will also learn to develop complex sentences: (Subordination) Main and subordinate clauses with range of: Expanded -'ing' clauses as starters e.g. Grinning menacingly, he slipped the shoes into his backpack. Drop in -'ing' clause e.g. Joe, laughing at the clown, fell off her bench.

Composition:

They will learn to write play scripts using the full features of play scripts and will write own non chronological reports independently based on notes gathered from several sources.

Comprehension:

They will learn to:

- Discuss words and phrases that capture the reader's interest / imagination
- Ask questions to improve their understanding of a text
- Answer questions based on the literature book and Unseen passages

Spellings: Children will be given a spelling list of 10 words for each week for the first half term at the beginning of the term

Literature: The Firework maker's Daughter by Philip Pullman

2nd Half Term:

Grammar and Punctuation:

They will learn to use apostrophes to mark singular and plural possession (e.g. the girl's hat, the boys' jackets) as opposed to s to mark a plural. They will learn secure use of simple / embellished simple sentences -'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.

Composition:

They will learn to write 'Explanation Texts' by creating a flowchart to explain how a new invention works; using the notes to write an explanation using an impersonal style and will recite familiar poems by heart and write own.

Comprehension:

They will learn to:

- identify main ideas drawn from more than 1 paragraph and summarise
- answer questions based on the literature book and Unseen passages

Spellings: Children will be given a spelling list of 10 words for each week for the second half term at the beginning of the 2nd half

Literature: 'The Firework maker's Daughter' by Philip Pullman

Teacher's Marking Key:

Marking codes, purple pen and 2 ticks and a Next Step (as per Presentation and Marking Policy)

How will my child be assessed this term?

- There will be ongoing assessment based on class discussions, pair and group work, homework, and class work.
- Your child will be tested on spellings every week.
- There will be an end of term assessment based on all four areas of the subject taught over the term.

How can I help my child in this subject?

- Frequent and regular visit to the local library will instil the love of books in your child.
- Help him/her find books on topics that might interest your child.
- You should hear your child read or read with your child for at least 20 minutes daily asking questions and discussing the material read, checking if your child has understood the text.
- Try to expose your child to a variety of fiction and non-fiction texts for example children's newspaper, encyclopaedias, poetry and autobiographies.
- Encourage use of dictionary at home to look up spellings. Spend some time daily to review spellings or work on an area your child struggles with.

- Give your child opportunities to write in real life situations and in context for example; writing grocery item list, birthday cards, notes, reminders and letter to convince you to buy him/her a pet or favourite toy.
- Correct your child when he/she uses non-standard written and spoken English.
- Support your child by encouraging them to complete homework regularly, correctly and to the highest standard.

Resources:

- Membership in a local library or an online library.
- <http://www.primaryhomeworkhelp.co.uk/literacy/>
- <http://www.bbc.co.uk/bitesize/ks2/>
- IXL English
- Board games scrabble, crossword puzzles and dumb charade.
- Tv shows like catchphrase (parents' discretion)

Termly Overview : Spring Year 4 - 2019-2020

Subject: Humanities

Teachers: Mr Mohamed Daoud & Mrs Mona Gupta

What will we be covering this term?

1st Half Term:

The unit on '**Romans**' will teach the children about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest.

The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives.

The children will be investigating Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location.

A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people.

2nd Half Term:

The unit '**All Around The World**' allows children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations.

Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics.

Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.

Teacher's Marking Key:

Marking codes to be used as per Presentation and Marking Policy

How will my child be assessed this term?

Formative assessment through classwork, project work and homework.

How can I help my child in this subject?

- Children talk to adults at home to find out places they have visited on holiday or for work, places adults may have business links with, or friends living... the more obscure the link, the better!
- Where did it come from? Children think about the products and objects that they use at home and how far these have travelled. Food, clothing, toys and electrical items often carry 'Made in...' labels.

Resources:

The following resources will prove very helpful if you would like to extend your child's learning at school.

- The Royal Observatory in Greenwich is home to some clocks made by clockmaker John Harrison in the 1700s. His clocks helped sailors keep time even on stormy seas. Challenge your child to make a water clock or sand timer that will time exactly one minute!
- Woodlands junior and BBC bitesize
- <http://www.thegreenwichmeridian.org/tgm/articles.php?article=0>

Termly Overview : Spring Year 4 - 2019-2020

Subject: Mathematics

Teachers: Mr Mohamed Daoud & Mrs Mona Gupta

What will we be covering this term?

1st Half Term:

Children will learn to do the following in the first half term:

Number- Place value:

- Find 1000 more or less than a given number.
- Read and write whole numbers to 1000.
- Know by heart number pairs that total 100 and to derive quickly all pairs of multiples of 50 with a total of 1000.

Times tables: Revise all times tables 12x12, introduce missing factors, introduce inverse multiplication (division).

Rounding numbers to 10, 100 and 1000 and **comparing numbers** using the greater and less than symbols.

Addition and subtraction of 4 digit numbers using column method, use inverse to check answers and solve word problems related to it.

Short multiplication and long division and two-step word problems related to these.

Decimals:

- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.
- Connect hundredths to tenths and place value and decimal measure.
- Extend understanding of the number system and decimal place value to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100.
- Practise counting using simple fractions and decimals, both forwards and backwards.
- Learn decimal notation and the language associated with it, including in the context of measurements.
- Make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places.

- Be able to represent numbers with one or two decimal places in several ways, such as on number lines.

Fractions:

- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator.
- Extend the use of the number line to connect fractions, numbers and measures.
- Understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths.
- Make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities.
- Use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $\frac{9}{6} = \frac{3}{2}$ or $\frac{4}{1} = \frac{8}{2}$).
- Continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole.
- Understand that decimals and fractions are different ways of expressing numbers and proportions.

2nd Half Term:

Children will learn to do the following in the second half term:

Money:

- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Estimate, compare and calculate different measures, including money in pounds and pence.
- Review and reinforce how to calculate change.

Mass:

- Know the relationship between familiar units of mass and capacity.
- Learn to record measurements using mixed units or the nearest whole/ half/ quarter unit (eg, 3.25kg).
- Solve word problems in relation to mass.

Time:

- Convert between different units of measure.

Shape:

- Recognise horizontal and vertical lines.
- Review identifying right angles.
- Classify polygons using the number of right angles.
- Discuss properties such as lines of symmetry.
- Use the 8 compass directions.
- Measure and draw sets of angles less than 180 degrees.

Graphs:

- Interpret and present data using bar charts, pictograms and tables.
- Use a greater range of scales in their representations.
- Relate the graphical representation of data to recording change over time, e.g. hour to minute.
- Read, write & convert time between analogue and digital 12 and 14 hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Teacher's Marking Key:

Marking codes to be used and purple pen marking (as per the Presentation and Marking Policy)

How will my child be assessed this term?

During the term there will be ongoing unit tests and an end of term assessment.

Children's classwork, homework and unit tests will be checked to assess the progression of each child.

How can I help my child in this subject?

- Revise the concepts being taught this term and complete additional work at home to reinforce concepts.
- Regularly revise the times tables.

Resources

www.uk.ixl.com

www.bbc.co.uk

www.woodlandjunior.com

Termly Overview : Spring Year 4 - 2019-2020

Subject: Physical Education

Teachers: Mr Mohamed Daoud & Mrs Mona Gupta

What will we be covering this term?

1st Half Term:

In the Gymnastics: **Movement Unit**, children will learn how to perform a variety of floor and vault movements. The children will learn straight jump full turns, cat leap half turns, straddle rolls, lunges into cartwheels and the straddle while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully.

Children will have the opportunity to choreograph their own sequences and routines, performing individually and as part of a small group.

2nd Half Term:

This '**Invasion Games**' unit will help children recap on many of the essential and universal skills needed to play a range of invasion games, such as dodging, dribbling, passing and marking an opponent. It focuses specifically on attacking and defending skills, such as fake dodging, interception and goalkeeping and the children will also develop their understanding of both attacking and defending strategies of invasion games and working as a team.

Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of competitive team games to enable them to practise and improve their skills.

Teacher's Marking Key:

N/A

How will my child be assessed this term?

On going assessment during lessons.

How can I help my child in this subject?

Find out about gymnastics and invasion sport by inquiring the local clubs or by exploring the sites below.

Resources

<http://www.thefa.com/get-involved/player/youth>

<http://www.englandhockey.co.uk/>

<https://www.englandnetball.co.uk/youth-zone/>

<https://www.basketballengland.co.uk/>

www.british-gymnastics.org

Termly Overview : Spring Year 4 - 2019-2020

Subject: Religious Education

Teachers: Mr Mohamed Daoud & Mrs Mona Gupta

What will we be covering this term?

1st Half Term:

The unit on **Christianity** will teach the children about key aspects of the Christian faith. The children will work creatively to enhance their learning experience.

They will find out where Christianity originated, about special places linked to Christianity and about key festivals in Christian life.

The children will also learn about symbols in Christianity, the Christian holy book and the main beliefs held by Christians.

2nd Half Term:

In the unit '**Foods and Beliefs**' children will learn about food and fasting. They will explore the role food plays within religions.

They will discuss how food is used in everyday life, before looking at examples of its use within specific religions.

Children will learn about food rules within Judaism, how abstaining from food can be a religious act with reference to the Christian festival of Lent and will consider how and why religious believers fast through looking at the Muslim festival of Ramadan.

Children will then discuss how food is also used within religions for celebrations.

Teacher's Marking Key:

Marking codes to be used (as per the Presentation and Marking Policy).

How will my child be assessed this term?

Ongoing assessment through classroom observations, classwork, homework and project work.

How can I help my child in this subject?

You may extend your child's learning at school by supporting them with following activities and visiting the suggested websites below.

- If possible, arrange for meeting with individuals from different religions to talk to your child about food choices within their religion and how it impacts their life. If this is not possible, you might like to ask children to create questions that can then be sent to a place of worship or religious leader to be answered. Certain religious celebrations may be held in your local community; research these and share photographs, news reports, etc.
- Arrange a trip to a church or cathedral to see inside in person. If possible, arrange trips to different types of churches to emphasise that not all church buildings are the same. An example of this would be to go to an Anglican or Catholic Church with a font; and a Baptist, Pentecostal or Free church that has a baptismal pool.
- Arrange for a Christian to come and talk to the class. If possible, arrange for Christians from different denominations to come to explain the similarities across Christianity but also how their denomination differs.
- Contact a church with key questions from the class for a Christian to answer.

Resources:

Woodlands junior and BBC bitesize.

Termly Overview : Spring Year 4 - 2019-2020

Subject: Science

Teachers: Mr Mohamed Daoud & Mrs Mona Gupta

What will we be covering this term?

1st Half Term:

The '**Sound**' unit will teach children about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school.

They will work in groups to create a human model of the way particles pass sound vibrations on, and write and star in their own documentary explaining how sound travels.

The children will work in a hands-on way to explore pitch, and will use their understanding of how high and low sounds are made to create their own set of pan pipes. They will have the opportunity to make a string telephone, and will use this to investigate how sounds change over distance and through different materials.

The children will work scientifically and collaboratively to investigate the best material for soundproofing, in the context of making a music studio quieter.

Finally, they will demonstrate their learning from the whole unit by designing and creating their own musical instrument that will play high, low, loud and quiet sounds.

2nd Half Term:

The '**States of Matter**' unit will teach children about the differences between solids, liquids and gases, classifying objects and identifying their properties.

The children will work scientifically and collaboratively to investigate the weight of a gas.

Furthermore, they will have chance to find the ideal temperature to melt chocolate.

They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation.

Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.

Teacher's Marking Key:

Marking codes to be used as per Presentation and Marking Policy.

How will my child be assessed this term?

Assessment through classwork and homework.

How can I help my child in this subject?

You can help your child to complete their own sound survey indoors or outside, identifying the pitch and loudness of the sounds they hear. They can explore the website below with your help.

Resources

- <http://www-g.eng.cam.ac.uk/mmg/teaching/peterstidwill/interact/resources/oceanodyssey.htm>
- BBC bitesize and Woodlands junior