

Year 4 Half Termly Overview – SPRING TERM 2

BUBBLES, MUGGLES, TOIL AND TROUBLE	
What is a change of state?	
Big Impact Event Harry Potter Day 7/1/25	Celebration of Learning Presentation of work at the end of Spring 2
<p>Science – Mixtures and separating them</p> <p>Knowledge Block 1- What mixtures are</p> <ul style="list-style-type: none"> • A substance is an object with the same properties throughout. • A mixture is when more than one substance is present in the same container <p>Knowledge Block 2- What dissolving is</p> <ul style="list-style-type: none"> • When a substance is added to a liquid the substance can disappear- this is called dissolving • A mixture of a substance that has dissolved in a liquid is called a solution • Not every substance can dissolve in water <p>Knowledge Block 3- Separating mixtures</p> <ul style="list-style-type: none"> • Mixtures can be separated if the substances have different properties • This is because the substances in the mixture are still present and are unchanged • There are different techniques for separating mixtures 	
<p>Games – Tennis, Health and Fitness, Hockey (continued)</p> <p>How can I improve on attacking and defending?</p> <ul style="list-style-type: none"> • To be able to control and pass a ball in net/wall games to produce a rally. • To know how exercise effects the body 	<p>PE – Swimming</p> <p>How can I improve my movement and safety in water?</p> <ul style="list-style-type: none"> • To have an understanding about being safe in water including how to perform safe self-rescue.
<p>DT – Textiles</p> <ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others’ views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. 	<p>Computing – Animation</p> <ul style="list-style-type: none"> • Explain what animation means. • Explain the term ‘Stop Frame’. • Create their own flip book example. • Use a story board to plan an animation. • Work collaboratively to create a stop frame animation for a specific purpose. • Adapt existing ideas to solve new problems. • Evaluate their animations.
<p>RE – Suffering</p> <ul style="list-style-type: none"> • Express creatively and describe with more detail responses to own experiences of concepts introduced. • Recognise and describe how their responses relate to their own lives and the wider world. • Accurately describe what has been taught and how it could be used in the tradition covered. • Accurately describe what has been taught and how it could vary within the concept and people around that concept being studied. • Children can understand and describe the value of concepts that have been studied and can recognize the issues that may arise within personal experience and communities. 	<p>Music – Reading Rhythms</p> <ul style="list-style-type: none"> • Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre
<p>PSHCE – Emotions (Jealousy) and E-Safety (online bullying)</p> <ul style="list-style-type: none"> • describe how we can support others who feel lonely, jealous, or upset • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions • recognise the key values that are important in positive online relationships • know how and who to ask for help with online bullying 	<p>MFL – Days and Months (continued)</p> <ul style="list-style-type: none"> • Pupils should be able to say when their birthday is and ask someone when their birthday is. • Pupils should be able to write the date in French
History, Geography, Art – not covered in this unit	Enrichment Opportunities Residential PGL trip 2-4 th April 2025