

Year 4 Half Termly Overview – SPRING TERM 1

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 1
Science – Solids, liquids and gases <u>Knowledge Block 1- Properties of solids, liquids and gases</u> <ul style="list-style-type: none"> Materials can be divided into solids, liquids and gases. Solids hold their shape unless forced to change. Liquids flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is. Gases move everywhere and are not held in containers by gravity. <u>Knowledge Block 2- Changing state</u> <ul style="list-style-type: none"> Heating causes solids to melt into liquids and liquids to evaporate to gases. Cooling causes gases to condense to liquids and liquids to freeze to solids. <u>Knowledge Block 3- Melting, freezing, boiling and condensation temperatures</u> <ul style="list-style-type: none"> Different substances change state at different temperatures but the temperatures at which given substances changes state is always the same. 	Geography – European Place Study (Meudon, France) <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
Games – Tennis, Health and Fitness, Hockey How can I improve on attacking and defending? <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 	PE – Dance How can I improve my movement patterns? <ul style="list-style-type: none"> To select, use and perform skills with co-ordination, control and fluency.
Computing – E-Safety : Managing Online Information <ul style="list-style-type: none"> Analyse information to make a judgement about probable accuracy and understand why it is important to make their own decisions regarding content and that their decisions are respected by others. Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. Social media, image sites, video sites). Describe some of the methods used to encourage people to buy things online (e.g. Advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. Explain that technology can be designed to act like or impersonate living things (e.g. Bots) and describe what the benefits and the risks might be. Explain what is meant by fake news e.g. Why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. 	Art – Sculpture <ul style="list-style-type: none"> Confidently use and mould a range of materials with a range of equipment accurately. Decorate models using a range of tools confidently to finish a final piece. Secure work to continue at a later date. Use language appropriate to skill and technique. Use recycled, natural and manmade materials to create sculptures and experiment with ways to join/fix. Adapt work as and when necessary and explain why.
RE – Stewardship <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. 	Music – Mystic Moments (Texture) <ul style="list-style-type: none"> Identify the use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts, simple chords Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments Use of the voice as an instrument, chant and sing with an increasing awareness of phrasing and expression including more complex rounds and partner songs
PSHCE – Being Responsible (Coming home on time) <ul style="list-style-type: none"> Recognise the importance of behaving in a responsible manner in a range of situations Describe a range of situations where being on time is important Explain the importance of having rules in the home Describe ways that behaviour can be seen to be sensible and responsible 	MFL – Days and Months <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, DT – not covered in this unit	Enrichment Opportunities Harry Potter Studio Tour trip 5/2/25