

**Art– Exploring the work of different artists:** Chinese art, Chinese fans, calligraphy, willow pattern.

**Skills –I can:**

- collect visual and other information to help develop my work.
- investigate visual and tactile qualities in materials and processes.
- communicate my ideas and meanings.
- design and make images for different purposes.
- identify similarities and differences between my own and other’s work.
- adapt and improve my own work.



**DT– Structural design:** making a Chinese dragon Mask

**Skills—I can:**

- strengthen, stiffen, and reinforce more complex structures
- use research and inform my design of a dragon mask
- select from and use a variety of different materials and components to suit my purpose and design
- evaluate ideas according to the design criteria , considering the views of others

**Year 4 Curriculum Spring Term overview 2021**



**Topic:**

**The Orient Express**

**Computing - We are musicians:**

**Skills- I can:**

- Use one or more programme to edit music
- Create or develop a musical composition, refining their ideas through reflection and discussion
- Collaborate with others
- Evaluate how own composition could enhance in other media.



work

**We are co-authors**

**Skills - I can:**

- Identify the conventions for collaborative online work
- Recognise the responsibility involved in editing other people’s work
- Research and write for a target audience
- Edit and evaluate the quality of my work

**PE - Units 3 + 4:** Real PE Cognitive Skills /Creative Skills  
Dance Energy (all 3 classes alternate termly)

**Skills—I can:**

- Perform and create sequences with fluency and expression
- Perform and apply skills and techniques with control and accuracy.
- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- Modify their use of skills or techniques to achieve a better result.
- Describe how the body reacts at different times and how this affects your performance.

**Geography-**

**Knowledge:** locate countries and describe features studied (China and UK)

**Skills- I can:**

- Identify the location of places studied (China) and some significant other places (UK and local area)
- describe a range of physical and human features of places
- Use appropriate geographical terms
- offer reasons for the distinctive character of places.
- Make appropriate observations about the location of features relative to others.
- Use a range of simple pieces of equipment and secondary sources to carry out tasks



**RE– Sikhism and Christianity:**

**Skills - I can:**

- Explore the concept of ‘belonging.’
- Explain the importance of religious symbols.SKS
- Retell religious stories-suggest meanings in religious symbols and stories-Baisakhi story.
- Make links between ways the religions and belief systems express themselves
- Compare and Contrast how babies are welcomed in different religions, in particular, Christianity and Sikhism)
- To analyse the concept of Langar/sharing food in Sikhism.
- Outline importance of some festivals and practices -To explore the concept of food sharing in Christianity (The last Supper,



**History– The Shang Dynasty of Ancient China:**



**Knowledge:** Where China is, when the Shang Dynasty was, what life was like in the Shang Dynasty, connections between modern Chinese culture and Shang culture,



hierarchical class structure of Shang society, how the king played a pivotal role in Shang government and religion and the notable achievements of the Shang Dynasty (invention of a calendar, music, pottery, and writing)

**Skills - I can:**

- call a period of time by its correct term.
- recall dates.
- recall similarities and differences in a period
- Identify key people and main events and changes.
- ask ‘why’ questions about events and changes to realise reasons.
- use sources of information to answer questions about the past.
- identify some different ways (sources) the past could be presented

**Useful website:** <https://www.britishmuseum.org/collection/galleries/china-and-south-asia>

**Useful website:**

<https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv>



## PSHE

### MONEY MATTERS

I can:

- Keep track of personal money.
- Identify how to pay for goods.
- Recognise what makes up family expenses.
- Decide how to plan and budget.
- Explore what a charity does.
- Set a simple goal: fund-raising for charity.

### WHO LIKES CHOCOLATE?

I can:

- Identify what the real cost of a product can be (moral/ ethical impacts).
- Explore the principles of fair trade.
- Evaluate the potential influence of consumer power.
- Recognise how the media presents information.
- Understand how advertising can influence what we buy.

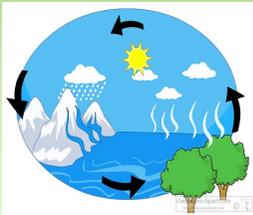
## Spanish - La comida

Categories of food and drink, expressing preferences, ordering



## Science

**States of matter**– Children compare and group materials together, depending on whether they are solids, liquids or gasses. They observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens. Children explore the part played by evaporation and transpiration in the water cycle and associate the rate of evaporation with temperature



### Skills

I can:

- Group and classify characteristics.
- Ask questions and find answers.
- Carry out a fair test.
- Observe and record findings.

## Maths Skills:

### -x & ÷

- Recall and use multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1, dividing by 1.
- Multiply three numbers together .
- Recognise and use factor pairs and commutatively in mental calculations.
- Multiply two-digit and three-digit numbers by a one digit number using formal written layout.

### Area -

- Find the area of rectilinear shapes by counting squares.

### Fractions -

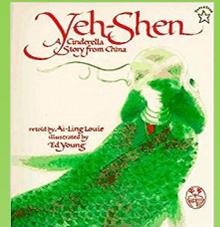
- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator.

### Decimals -

- Recognise and write decimal equivalents of any number of tenths/hundredths.
- Find the effect of dividing a 1or 2 digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Convert between different units of measure [for example, kilometre to metre]

## English

**Class book:** Tales from China by Cyril Birch



**Stories from other cultures:** Children read stories from other cultures and identify the main features. They will link this to their learning about China and include information about rituals, society, clothes, family, work and education. They will write their own stories set in another culture, using their own experiences of being in a multicultural school.

### Persuasive texts:

- Read/watch a variety of advertisements
- Write a persuasive piece and then present this.
- Explore features such as emotive language, present tense, reiteration and forming an argument.

**Instruction texts:** Children will analyse a range of instruction texts to identify the key features. They will explore what makes instructions effective or not. After this, the children will then draft their own instruction text.

### Skills:

I can:

- Use knowledge of different organisational features of texts to find information effectively.
- Use settings and characterisation to engage readers' interest.
- Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts.
- Choose and combine words, images and other features for particular effects.
- Organise text into paragraphs to distinguish between different information, events or processes.
- Use adverbs and conjunctions to establish cohesion within paragraphs.
- Edit and improve my work.