

**Art– Exploring the work of different artists:** Chinese art, linked to ‘The Willow Pattern’ story..

**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– Food:** Design and make a traditional Chinese meal

**Skills—I can:**

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- evaluate ideas according to the design criteria , considering the views of others



**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



**Useful website:**

<https://www.bbc.co.uk/bitesize/subjects/zbkw2hv>

## Year 4 Curriculum Spring Term overview 2024



**Topic:**

**Ancient China / Modern China**

**RE– Buddhism and Christianity:**

**Skills - I can:**

- identify and begin to describe the similarities and differences within and between religions;
- Retell stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;
- Explore how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;
- Describe places of religious importance, and explain the way each place is used and its meaning and significance;
- about religious festivals which share common themes, but which have meaning unique to each faith



**Computing - Programming A – repetition in shapes**

**Skills- I can:**

- program a computer by typing commands
- explain the effect of changing a value of a command
- create a code snippet for a given purpose
- write an algorithm to produce a given outcome
- use a count-controlled loop to produce a given outcome
- develop my program by debugging it



**Creating media – Photo editing**

**Skills - I can:**

- identify changes that we can make to an image
- change the composition of an image by selecting parts of it
- consider why someone might want to change the composition of an image
- choose effects to make my image fit a scenario
- choose appropriate tools to retouch an image
- evaluate the impact of my publication on others through feedback

**PE - Swimming, Get Set 4 PE (Orienteering and Netball)**

**Skills—I can:**

- swim competently, confidently and proficiently over a distance of at least 25 meters
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke
- take part in outdoor and adventurous activity challenges both individually and within a team
- Modify my use of skills or techniques to achieve a better result.



**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>

## PSHE

### Dreams and goals

I can:

- Identify and tell others about my hopes and dreams
- Recognise that when hopes and dreams don't come true, disappointment can be felt
- Identify that focusing on positive events and future goals can counteract disappointment
- Evaluate and set new goals
- Identify strategies and create a plan for success, (independently and as part of a group)
- Recognise and celebrate the contributions of others.

### Healthy Me

I can:

- Recognise how friendship groups are formed
- Identify roles within a friendship group
- Identify the facts about smoking and the negative impact it has on health
- Identify ways in which alcohol is harmful
- Recognise peer pressure and evaluate how it can impact the choices people make
- Develop a bank of strategies to resist peer pressure
- Explore strategies for keeping calm and deal with difficult situations

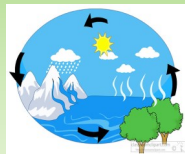
**Spanish** - **LMiclase** (*learning the names of common classroom objects*) and **Desayuno En El**

**Café** (*categories of food and drink, expressing preferences, ordering food*)



## Science

**States of matter and the Water Cycle** – 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 1 or 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: 'The Willow Pattern Story' & 'Gregory Cool'**



### Landscape poetry (from around the world):

Children will read a variety of landscape poems (from around the world) by a variety of poets including: Brian Moses, Mona Arshi and Pie Corbett. They will internalise the model text, identifying the language features and structure. Imitating the model text, they will evaluate the impact of figurative language on the reader, write a shared poem (in the style), describing Chinese landscape. The unit will end with an independent landscape poem linked to Chinese New Year.

**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, as well as knowledge gained through the broader curriculum.

**Explanation texts:** Children will analyse a range of explanation texts to identify the key features. They will evaluate texts from the genre before writing a 'shared text', imitating the structure of the model text. After this, the children will then draft and write their own explanation 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.