

## Art

Articulate how he/ she might improve their work using technical terms and reasons as a matter of routine.

Print on fabrics using tie-dye or batik.

Use a variety of techniques e.g. marbling, silkscreen and cold water paste.

### **Suggested Activity**

Tie and printing on fabric

## English

### **Writing objectives:**

Confidently read his/her own writing aloud, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Draft and write in narratives, creating characters and plot with consideration for the audience and purpose.

Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.

### **Vocabulary, grammar and punctuation objectives:**

Use Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was or I did instead of I done

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words that are irregular plurals e.g. children's.

### **Spelling objectives:**

Spell words ending with the 'g' sound spelt 'gue' and the k sound spelt 'que'  
Spell more complex words that are often misspelt for year 3 and 4 (English Appendix 1)

Spell homophones accept/except, affect, effect ball, bawl, berry/bury, knot, not, medal meddle, mist, missed, rain/ rein/ reign, scene/seen, weather/whether, whose, who's – suggested that the pairs are not taught together for example, accept learnt one week then except the next.

## ICT

Decompose programs into smaller parts

Use logical reasoning to detect and correct errors in algorithms and programs

Select, use and combine a variety of software, systems and content that accomplish given goals

## Music

(i) Develop an understanding of formal, written notation which includes minims and quavers

(ii) Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate

## Geography

(i) To explore features on OS maps using 6 figure grid references.

(ii) To understand the effect of landscape features on the development of a locality.

(iii) To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Year 4 Term 6 Notting Hill

## Science

### **Apply and consolidate**

## PE

### Athletics/striking and fielding

(i) In this unit pupils will further develop their ability to throw/jump for distance, using a range of objects and over increasing heights.

(ii) Pupils will accurately replicate athletic challenges and competitions that require thought, speed and stamina.

(iii) In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance.

(iv) To be able to follow safety procedures and handle specific equipment.

(v) Pupils will further develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games.

(vi) Pupils will work on the common skills and principles, including attack and defence within a range of set rules.

(vii) To develop the ability to work within a small group and enhance communication skills.

## RE/ PSHE

### Worship

#### **Key Questions**

**What is meant by acts of worship?**

**How and what is involved in the act of worship?**

**How and what do Buddhists venerate?**

- Many Buddhists will have some statues of Buddha's and/or Bodhisattvas at home, possibly on a family altar. Small stupas might also be kept.

Most acts of devotion are shown by visiting a temple bringing offerings of food candles, and by bowing and chanting.

**How and what do Muslims worship?**

- A Muslim will worship Allah by practising the 5 pillars of faith:

The declaration of faith

Prayer, 5 times a day

Fasting

Welfare giving

Pilgrimage (Hajj)

**How and what do Hindus worship?**

- Become familiar with

## Maths

### White Rose - Statistics

-Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

-Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

### White Rose – Geometry – Properties of Shape

-Identify acute and obtuse angles and compare and order angles up to two right angles by size.

-Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

-Identify lines of symmetry in 2-D shapes presented in different orientations.

-Complete a simple symmetric figure with respect to a specific line of symmetry.

### White Rose – Geometry – Position and direction

-Describe positions on a 2-D grid as coordinates in the first quadrant.

-Plot specified points and draw sides to complete a given polygon.

-Describe movements between positions as translations of a given unit to the left/ right and up/ down.