WOODFIELD PRIMARY SCHOOL

Spring Term

Term: Spring Term

Spring 1.1 Spring 1.2

*See subject progression sheets for skills

*Pathways to Write

Classes: Birch and Oak

Year Group: 4

Teachers: Mrs McCarthy and Mrs Turner

Visits and Theme Days: World Book Day, Local Woodland Walk (Geography, Sutton Hoo Workshop

Science - Kapow

Materials: States of matter.

- Identify solids, liquids and gases using their properties.
- Describe melting, freezing, condensing and evaporating.
- Describe the different stages of the water cycle.
- Describe how temperature affects the rate of evaporation and, therefore, the water cycle.

Energy: Sounds and vibrations.

- Describe how sounds are made.
- Describe how sounds are heard through different mediums.
- Explain the relationship between vibration strength and volume.
- Describe the relationship between volume and distance.
- Describe pitch and how to change it.
- Explain how insulating materials can be used to muffle sound.

History – Kapow

How hard was it to invade and settle in Britain?

- Explain how the Britons felt when the Romans left Britain.
- Suggest reasons for the Anglo-Saxon invasion of Britain.
- Name the key features of Anglo-Saxon settlements.
- Identify changes and continuities in settlements from prehistoric Britain.
- Make inferences about artefacts.
- Describe how Anglo-Saxon beliefs changed.
- Explain how missionaries spread Christianity.
- Explain the threat the Vikings posed to the Anglo-Saxons.

Geography – Kapow

Where does our food come from?

- Identify that different foods grow in different biomes and say why.
- Explain which food has the most significant negative impact on the environment.
- Consider a change people can make to reduce the negative impact of food production.
- Describe the intentions around trading responsibly.
- Explain that food imports can be both helpful and harmful.
- Describe the journey of a cocoa bean.
- Locate countries on a blank world map using an atlas.
- Use a scale bar correctly to measure approximate distances.
- Collect data through an interview process.
- Analyse interview responses to answer an enquiry question.
- Discuss any trends in data collected.

PSHE – Kapow

The online world: How can we decide what to trust online?

Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.

Citizenship: How can I spend money responsibly?

Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.

	• Identify the qualities needed to be a monarch in 1066.		

Art and Design - Kapow	Design Technology - Kapow	Computing - Purple Mash	E-Safety – Common Sense Education
Paint: Light and Dark • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint.	**Mechanisms – Slingshot Car** • Work independently to produce an accurate, functioning car chassis.	**AI** • To understand what Artificial Intelligence is and some of the tasks it can carry out. • To learn to communicate effectively with AI tools by writing clear and precise prompts. • To learn how to be a good digital citizen when using AI. • To think about how AI might develop in the future.	**Our digital citizenship pledge** • Define what a community is, both in person and online. • Explain how having norms helps people in a community achieve their goals.

• Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects.	• Design a shape that is suitable for the project. • Attempt to reduce air resistance through the design of the shape. • Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. • Construct car bodies effectively. • Conduct a trial accurately and draw conclusions and improvements from the results. **Cooking and Nutrition – Adapting a recipe** • Describe features of biscuits using taste, texture and appearance. • Follow a recipe with support. • Use a budget to plan a recipe. • Adapt a recipe using additional ingredients.	**Effective searching** • To understand what a search engine is, how it works and how to use simple keywords to find information online. • To understand how search engines collect, sort and rank results, and why some results appear first. • To learn advanced ways to improve searches so we can find the most accurate and useful results quickly. • To develop strategies to judge whether information online is true and if sources can be trusted.	• Create and pledge to adhere to shared norms for being in an online community. **Is Seeing believing?** • Recognise that photos and videos can be altered digitally. • Identify different reasons why someone might alter a photo or video. • Analyse altered photos and videos to try to determine why.
MFL – Grammarsaurus **Lunch at school** Name some food and drinks items • Recognise food and drinks when said out loud • Recognise food and drinks when written	**RE – Doncaster Syllabus** **What faiths and beliefs can be found in our community?** • Describe some characteristics of religions and their places of worship. • Recognise that each religion / worldview is made up of	**Set PE – Get 4 PE** **Tennis** To develop racket and ball control. To develop returning the ball using a forehand and understand when to use it. To develop the backhand and understand when to use it.	**Music – Charanga** **Compose with your friends** When you are composing music together, there is a lot to remember! Music is often written based on various key signatures that guide melodies used in the music. There is

• Use correct gender (article) in front of the name of food (un/une/du/des/de la) • Say what I eat and drink • Read a menu • Write a menu • Play games co-operatively in French, practising the words **In the classroom** Name things and items in the classroom • Accurately pronounce the items • Recognise names of items when written • Describe what is in the classroom and how many (items) • Use the numbers (up to 30) appropriately • Show understanding when hearing the words • Know the words for each item • Label the pictures, using matching activities • Play games co-operatively in French, practising the words • Understand the questions: "As-tu _____?"(Have you got____?) and "Qu'est ce que c'est?" (What is it?) • Answer the questions appropriately « Oui, tiens. », « Non, désolé. », « C'est… »	several groups of people and compare some of the different beliefs and practices. **Easter**	To keep a continuous rally going showing increased technique. To use and apply rules and simple tactics. To understand and use rules to manage a game. **Dance** To understand how dynamics, space and relationships can be used to represent a state of matter. To use actions, dynamics, space and relationships to represent a state of matter. To order and structure phrases to create a dance performance. To copy and repeat a set phrase in a 1960s style showing energy and rhythm. To learn and perform a partner dance in a 1960s style. To develop my own 1960s inspired dance using changes in relationships. **Hockey** To develop sending and receiving the ball with accuracy and control. To develop the attacking skill of dribbling. To develop dribbling to beat a defender. To use defending skills to delay an opponent and gain possession. To apply attacking skills to move towards goal and find space. To apply skills and knowledge to compete in a tournament. **Yoga** To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility and wellbeing in an individual yoga flow. To develop confidence and strength through arm balances.	often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved. Practice listening, singing, and playing instruments to explore this important note in music. Social Question: How Does Music Improve Our World? Explore this question as you progress through the unit. Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B♭, B **Feelings through music** Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Social Question: How Does Music Teach Us About Our Community? Explore this question as you progress through the unit. Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F♯, G, A, B♭, B