

English

- Respond appropriately to the contributions of others in light of differing viewpoints
- Explain how writers use figurative and expressive language to create images and atmosphere
- Read extensively favourite authors/genres and experiment with other types of text
- Interrogate texts to deepen and clarify understanding and response
- Explore why and how writers write, including through face-to-face and online contact with authors
- Write consistently with neat, legible and joined handwriting
- Use word processing packages to present written work and continue to increase speed and accuracy in typing
- Use knowledge of different organisational features of texts to find information effectively

Mathematics

Children will:

- Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers
- Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate
- Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols
- Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg).
- Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit

Science

Children will learn:

- To know it is important to test ideas.
- To consider what sources of information they will use to answer questions.
- To make a fair test.
- To make comparisons and identify simple patterns or associations in their own observations and measurements or other data
- To use observations, measurements or other data to draw conclusions
- To describe changes that occurs when materials are heated or cooled.
- To understand the difference between solids, liquids and gases.

Art/Design Technology

Children will learn:

- To know how a number of artists and designers, past and present use forms, materials and processes to suit their purpose.
- To be able to use art as a means to express their views about chocolate.
- To be able to choose art and materials that are appropriate for their task.
- To be able to explain their art and 3-D work in terms of what they have done and why.
- To be able to talk about works of art including advertisements giving reasons for their opinions.
- To be able to make and use labelled sketches as designs for their own chocolate production and advertising.
- To be able to suggest improvements to chocolate products and wrappers in every day use.



Year 4 - Spring 2 2011

Chocolate

Visit - Cadbury World (4th March)

History / Geography

Children will learn:

- To know stories about the main events, dates and characteristics of societies involved in the history of chocolate.
- To know about the lives of people in those periods with particular reference to sixteenth century exploration.
- To know about the main similarities and differences between the past societies they have studied.
- To be able to gather information about the history of chocolate and other foods from simple sources.
- To be able to use maps at a variety of scales to locate the position of Cadburys World and discuss possible routes.
- To be able to use a variety of simple sources to compare and contrast cities eg. Birmingham and towns eg. Bedford
- To be able to ask and answer questions about the type of work people do in factories and tourist attractions.

Music

Children will learn:

- To compare and contrast different pieces of music
- To discuss how music creates mental pictures
- To express moods using instruments and voices
- To work individually or in groups to compose music inspired by words and pictures

Religious Education

In R.E we will be learning about the topic Signs and Symbols

The children will learn to:

- Recognise the difference between a sign and a symbol.
- Understand that words can have literal and non literal meaning.
- Describe how water has symbolic meaning in religion.
- Identify some key religious symbols.

Personal, Social, Health and Citizenship Education (PSHE)

Looking After my Money

Children will be learning:

- that there are different ways of keeping money safe
- about some features and benefits of different bank accounts
- that needs and wants can be met through saving

Physical Education

Swimming

- The children will learn about water safety in swimming.
- They will also learn about the different strokes used to swim.

Dance - the children will learn:

- To explore and create characters and narratives in response to a range of stimuli.
- To use simple motifs and movement patterns to structure dance phrases.
- To repeat and remember dance phrases.
- To describe, interpret and evaluate their own and others' dances, taking account of character and narrative.

Information Communication Technology (ICT)

Power point presentations - children will learn:

- To talk about what information they need and how they can find and use it.
- How to prepare information for development using ICT, selecting suitable sources, finding information, classifying it and checking it for accuracy.
- How to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate.
- To be sensitive to the needs of the audience and think carefully about the content and quality when communicating information.