

Park School Parents' Curriculum Forecast

Michaelmas Term 2021

Year 4

Across the school we have a cross-curricular approach to our teaching and learning to help develop the children's depth and breadth of knowledge as set out in the National Curriculum.

As a teaching staff we have chosen a common theme across all phases and cover all the learning objectives in a wide range of subjects through one cohesive phase topic in Years 3 and 4.

In **English** the children will be investigating stories by Michael Foreman. They will study some stories from other cultures also, myths and legends. They will also be writing letters and adverts as well as explanations and instructions. Formal English exercises in comprehension, spelling and grammar will play an integral part as we improve our creative writing skills. Guided reading will be whole class reading of carefully selected novels. In spelling we will continue to use the Headstart spelling scheme.

In **maths** the children will be working particularly on addition and subtraction, place value, number bonds, patterns and sequences. They will reinforce their learning of multiplication tables. They will also be discovering the properties of 2D and 3D shapes and learning about right angles, as well as revising units of measurement. They will be learning to interpret tally charts, pictograms and bar charts.

In **science** the children will be studying Sound. They will be looking at how sounds are made and that sounds can travel through solids, liquids and gases. Alongside this, they will study electricity where they will identify common appliances that run on electricity, construct a simple circuit and identify insulators and conductors.

In **geography** the children will cover an in-depth study of houses and homes in our local area.

In **history** the children will study the history of Park School, Bournemouth and the development of homes through the ages.

Design and technology will include a project to create a house which will light up using an electrical circuit.

In **art** the children will design and make a house out of clay. They will also create collage houses and use printing techniques.

In **religious education** the children will be learning about the life of Buddha and exploring how he tried to be happy and stay happy. They will be learning to understand symbolism in the Christmas story and think about what the different parts mean to Christians today.

In **music** the children will be exploring sounds in their environment and will go for a 'sound walk' around the school grounds, identifying and listing the different sounds they hear. They will also be singing a song called 'My Place', which looks at different types of communities, and 'Our Community' which looks at changes through time in our local area (Bournemouth). Through these songs the children will learn about 'ostinatos' – repeated patterns of notes or rhythms. The children will also be writing their own verses, singing about places to visit in Bournemouth and Dorset. Finally, the children will participate in musical activities relating to Guy Fawkes' Night and Christmas, and they will be preparing for the Junior School Christmas Production.

In **French** the children will learn language relating to travel, shopping and expressing their opinions. They will continue to sing songs and play games.

PSHEE (Personal, Social, Health and Economic Education) includes the PSHE Association recommendations and the ethos of P.A.R.K

RSE (Relationships, Health and Wider World Education)

Children will know the importance of self-respect and how this links to their own happiness. They will discuss why social media, some computer games and online games are age restricted. Children will know that the internet can be a negative place where online abuse, trolling and bullying can take place, which can have an impact on mental health. Children will also learn that images in the media do not necessarily reflect reality and will be tooled with ways in which to manage their consumption of these.

Later in the term, the children will understand the mental and physical benefits of an active lifestyle. They will be aware of the risks associated with an inactive lifestyle and they will understand what is meant by a habit. We will discuss what constitutes a healthy diet and children will know the characteristics of a poor diet and the risks associated with that. The children will also begin to recognise the early signs of physical illness. They will learn the facts and science relating to allergies, immunisation and vaccination. We will consider how simple hygiene routines can prevent the spread of bacteria and viruses. Children will be aware of drugs that are common in everyday life and are aware of how to get help in an emergency.

In **ICT**, the children's skills will be extended as the children learn to use a word processor to write for different audiences. They will also use Powerpoint to create presentation using mixed media.

In **Physical Education**, the children will be learning Gymnastics, focusing on how different body parts are capable of transferring and receiving body weight. Performances of sequences will also be developed with displays of control and accuracy, at different speeds and levels. Children will begin to move and construct their own apparatus and transfer work safely from the floor.

In Games, children will be learning sport specific techniques in the invasion games of Football, Hockey and Tag Rugby. Children will develop sending and receiving skills within purpose taught game situations and isolated skill activities, to develop and extend their control, accuracy and consistency. Children will further develop skills in areas of interception, marking, tactics and strategies. Children will be able to identify and start to apply the simple principles and tactics for attack and defence across both sports. Within small sided games they will develop special awareness and decision-making skills whilst being encouraged to communicate and cooperate with others.

If you have any questions about this document or other matters, please see Mrs Bendell/Mrs. Harrison, Mrs Rodwell or Mr. Levin.