



Blue Abyss!

Year 4

Grab your wetsuit! We're going deep into an underwater world of incredible coral and mysterious sea creatures. Using maps and atlases, we will identify the world's oceans and seas. We will sketch different sea creatures and create clay sculptures of our favourite. During our visit to the Sea Life Centre, we will gain an insight into the ocean world and learn how marine biologists look after creatures in captivity.



As **Writers** we will be using our grammar, punctuation and spelling skills to write a narrative and a non-chronological report, focussing on all the necessary punctuation needed for direct speech, the use of metaphors, subordinating conjunctions and apostrophes for plural possession. We will be writing a persuasive letter about pollution and, after our visit to The Sea Life Centre, we will be learning to write an effective recount.

As **Readers** we will be continuing to learn how to answer a variety of questions in comprehension texts and we will be identifying where the evidence is within the text. We will be responding to stories, poems and non-fiction texts by focusing on inference, word meaning, making predictions, sequencing and retrieval.

As **Mathematicians** we will be learning how to explain our thinking through reasoning and problem solving by continuing our learning about multiplication and division and then moving on to learn about area, fractions and decimals. We will continue to practise our times tables in preparation for our end of year test, as well as our arithmetic skills.

As **Artists** we will use clay to create a detailed 3D form and represent the detailed patterns found in natural phenomena, such as water and weather.

As **Geographers** we will explain ways that water systems are used in different parts of the world, using specific geographical vocabulary and diagrams to explain the water cycle. We will explain climatic variations of a country or continent and describe the transportation of materials by rivers, also explaining how the physical process of a river, sea or ocean have changed a landscape over time.

Together, we believe we will achieve because at Exeter, we care!

Basic Skills - Communication (Reading, writing, speaking and listening, ICT)

We will become effective communicators by using a range of writing and reading techniques, to convey information and ideas creatively and appropriately. There will be lots of opportunities to discuss our learning and show respect to one another by demonstrating good listening skills.

Thinking Skills and Personal Capabilities

We will seek every opportunity to develop our ability and willingness to follow our school values:

- Show integrity
- Be empathetic
- Be respectful
- Be aspirational
- Be creative
- Be responsible

SMSC

Throughout our topic we will have the opportunity to explore and develop moral concepts and values on moral dilemmas. We will make responsible and reasoned judgments and share our views and opinions confidently and respectfully with others.



Spring Term

Year 4 Learning Journey



Science:

During the first half of Spring term, we will be exploring and identifying the changing states of water, linking this to the water cycle. Pupils will learn how to explain the effect of heating and cooling on a range of substances, including water and describe materials' uses as they change state. They will classify everyday materials as a solid, liquid or gas at room temperature and describe the properties of these. Finally, they will measure the temperature, in degrees Celsius, at which materials change state in comparison with water. During the second half of Spring term, the children will be learn to recognise that living things can be grouped in a variety of ways. They will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. They will also recognise that environments can change and that this can sometimes pose dangers to living things.



Computing:

In computing the children will be learning to follow a simple algorithm, understand how computers process commands, change variables to accomplish specific goals, use sequence, selection and repetition in programs, work with variables and various forms of input and output. Throughout this program of learning, children will use logical reasoning to explain how some simple algorithms work.



Spellings:

The children will begin the term by learning how to add the prefix inter- before moving on to words with the ay sound spelt *ei*, *igh*, *ey*. The children will learn how to spell homophones and near homophones as well as how to use possessive apostrophes with plural words. They will also learn how to spell words ending in -ous and words with the s sound spelt *sc*.



RE:

In RE we will be studying the religion of Islam by asking; Keeping the Five Pillars- what difference does it make? During this unit we will be exploring each of the five pillars of Islam and the importance that these have on the Muslim religion. We will explore what Muslims believe about God and about their holy book the Qu'ran. We will use videos and images to discuss the importance of prayer to Muslims. To continue learning about the Five Pillars we will learn about the Hajj pilgrimage, charity and the act of giving and fasting. We will discuss what these events and activities are as well as what they mean to the Muslim religion.



PE:

During this term pupils will learn to explore and create characters and narratives through dance in response to a range of stimuli. They will describe, interpret and evaluate their own and others' dances.

During the second half term, they will learn to play net and wall games using throwing and catching skills, varying strength, length and direction of throw. They will understand how they can make it difficult for an opponent to receive the ball and understand where to stand when receiving. They will also understand attack and defence tactics and the rules about the games. They will describe what they do and what they find hard and talk about how to change the court to make it easier or harder. They will also learn to self-evaluate by explaining what they did well, what they need help with and what they need to practice.

PSHE: 'Good to be me!'

Pupils will learn more about themselves as they explore their strengths and weaknesses as a learner. They will explore their feelings as an individual, developing self-awareness and realise that is really is 'Good to be me!'. There will be three main aspects;
Self-awareness: feeling good about myself, taking risks.
Managing my feelings: relaxing, coping with anxiety.
Standing up for myself: assertiveness, standing up for my views.

