



Year 4. Spring 2/Summer 1



Crime and Punishment

In Year 4, we will be taking a journey through the ages, investigating Crime and Punishment in a variety of ages in British history.

Building on the Autumn Saxon topic, children will focus on the cruel and often brutal punishments that were inflicted on 'criminals'. They will discover that a different kind of law operated where the system of the 'wergild' set the price of different crimes – often leading to severe punishment and harsh torture including the use of the pillory.



Moving into the Medieval times, children will learn about the Manorial Courts (trial by jury) and the King's Court (trial by ordeal) which were used to grant harsh punishments to enable keeping order by fear.








After looking at Tudor crime and punishment, we will move onto the Victorians and the beginning of the Metropolitan Police, focusing on the Peelers and Elizabeth Fry's police reform. Through this, children will gain an understanding of law and the justice system in Britain.

In addition to this, children will design and create their own bean bag toy and cook their own stir fry dish as part of our Design & Technology curriculum. Our science topics are sound and classification, with the latter of these two being enriched by a trip to Pulborough Brooks.



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Subject Overview

	<p>READING: In reading, children will be exploring reports and thinking about the key differences between TV, radio, online and newspaper reporting and using this to write a report about The three little pigs with a twist. Later in the half term they will be thinking about the poetic devices and structure in some poems by Christina Rossetti in preparation to creating some poetic stanzas of their own. The class novel is 'Boy in the Back of the Class' by Onjali Rauf.</p>
	<p>WRITING: Throughout Spring 2 and Summer 1, children will work on a range of skills crucial to the subject of English. These will include identifying how structure and language contributes to meaning, discussing different forms of poetry, inferring characters' thoughts and feelings by looking at speech and retrieving and record information from non-fiction for a piece of writing about an animal.</p>
	<p>MATHS: We will continue to develop children's fluency with written methods and their knowledge of multiplication and division facts. There will be an increasing focus on fluency and accuracy of their times tables to support children ahead of the Multiplication Tables Check in June. Our topics in class include Fractions, Decimals, Money and Time. The objectives covered are as follows – Fractions (including Decimals): recognise and show, using diagrams, families of common equivalent fractions; count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten; solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number; add and subtract fractions with the same denominator; recognise and write decimal equivalents of any number of tenths or hundredths; recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$; find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths; round decimals with one decimal place to the nearest whole number; compare numbers with the same number of decimal places up to two decimal places; solve simple measure and money problems involving fractions and decimals to two decimal places. Money: estimate, compare and calculate different measures, including money in pounds and pence. Time: Convert between different units of measure [for example hour to minute]; read, write and convert time between analogue and digital 12- and 24-hour clocks; solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>
	<p>ART AND DESIGN: Fox Art/Pastel Skies Children apply knowledge built from Y3 Summer 2 sketching skills, to create a representation of a fox through a focus on blending, cross hatching, feathering, twists, pointillism and layered strokes.</p> <p>Matisse Children will learn about Matisse and the key pieces he created. Children will create their own representation of a Matisse piece based on his style whilst building on their cutting skills through this simple context (revisiting Y3). Stacking Tables Complexity is added to the work on cubes. Size, compass points, light source and shadow are used to add depth to more complex 3D shapes.</p>
	<p>COMPUTING: Google Earth/Maps Children will learn how to use search technologies (Google Earth and Maps) effectively by searching for postcodes of famous landmarks in the UK from a sheet provided by the teacher. They will also practice using zoom and pan skills to help with this. Children will also use important computing skills such as copy and paste to have a record of what they find and this is saved on a publisher document with captions to describe what they have found. Children will repeat this process with areas off interest within the local community to consolidate the skills and knowledge taught in this unit. These skills will be used in Year 5 and 6 for CV publishing and updating linking to real and relevant use of computing.</p>
	<p>DESIGN AND TECHNOLOGY: Bean Bag Toy Having previously been introduced to machine sewing, children will now learn how to set up and thread a sewing machine, before going on to design and create a bean bag toy. During this process, children will learn to independently use the machine to stitch a straight and a wobbly line, to turn a corner and to end their stitch securely.</p> <p>World Cuisine – Stir Fry Children will use the knife skills learnt previously and learn to fry safely. They will also learn to boil noodles safely. A focus will be on the knowledge of key spices in Thai cookery – building on their knowledge of seasoning.</p>
	<p>FRENCH: Children listen to, say, read, write and understand basic French. Children will complete two units- Family and My Home. In Family, children will learn how to: Tell somebody the members, names and various ages of either their own or a fictional family in French; Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members; Understand the concept of the possessive adjectives 'mon', 'ma'</p>



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	<p>and 'mes' in French; Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p> <p>In My Home, children will learn how to: Say whether they live in a house or an apartment and say where it is; Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French; Tell somebody in French what rooms they have or do not have in their home; Ask somebody else in French what rooms they have or do not have in their home; Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>
	<p>MUSIC: Stomp In this unit, children use and create rhythm patterns for body percussion but, also like Stomp, everyday objects such as balls, kitchen equipment and sticks. Children explore canon, unison and polyrhythm and recognise that in order to complete a routine, communication and coordination are key. Children explore the range of timbre when using non-musical instruments and demonstrate a variety of dynamics.</p> <p>Sea Shanties In this unit, children discuss the origins of Sea Shanties and how lyrics can help historians find out about life at sea. Children learn traditional Sea Shanties such as A-Roving, Blow the Man Down, Rio Grande, Leave Her Johnny and What Shall we do with a Drunken Sailor. Added to the repertoire are local Shanties such as Littlehampton Collier Lads and Roll the Old Chariot. Children practise good singing technique and understand that posture, breathing and diction take part in good singing and controlling the volume, tempo and expression helps to communicate the lyrics. Children build confidence when singing as the Shantyman in Call and Response.</p> <p>Summer Singing and Games In this unit, children learn how to play and sing many traditional singing and skipping games. The repertoire includes One Man went to Mow, Dusty Bluebells, Queenie, Oranges and Lemons and Blue Bird. Children play the Cup Song and create rhythms using cups. Children learn and play skipping games with songs and take it in turns to spin the rope and jump the rope. They learn the origins of the Maypole and work as a class to coordinate the Barber's Pole and other sequences. They practise ACRO and working together skills as all games require whole class participation.</p>
	<p>PHYSICAL EDUCATION (PE): Indoor Athletics 2 Developing existing skills and focusing on 5 strides and chest push.</p> <p>Cricket skills Developing basic bowling, fielding and batting skills to apply to adapted games.</p> <p>Tri-golf Trying to find the new Rory McIlroys and Michelle Wie's using aim and precision in golfing skills.</p> <p>Tennis Basic racket skills with rackets.</p>
	<p>PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE): Dog Safety. This unit explores how children can keep themselves safe when in an environment where they may be a dog.</p>
	<p>RELIGIOUS EDUCATION (RE): Do Christians need to go to church? Looking at the concept of whether or not Christians need to go to a church building to show their commitment to God. Does the building play a part of their expression of Worship or is it also to do with the time spend outworking this with those who attend? Children will discuss what is meant by belonging, commitment, faith and worship to build on their skills of understanding religions and views. They will think about their own special times/places to develop their skill of empathy. They can also think about what they have learnt about how Hindus and Jews worship and how these compare. They will also be able to make links to the previous Judaism unit that looked at rites of passage. What is the best way for a Jew to show commitment to God? Children will learn to understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment. Pupils will draw on the previous units to help them answer the unit key question. They will also investigate other ways that Jews show their commitment to God. They will explore rites of passage and how Jews help the community and care for the environment.</p>
	<p>SCIENCE: Classification: Children are expected to be able to group living things on their observable features. They will carry out exploration of classification keys to aid grouping and identification of a variety of living things while linking the to their local and wider environment. Children should recognise that changes in the environment can pose a danger to living things.</p> <p>Sound: Key comparisons will be made between how sound and light travel and especially their relative speeds. The unit also links closely to core concepts within the Music curriculum. Children will learn how sound is made, how we hear, how sound travels, how sound is measured and how and why it changes (i.e. pitch and volume).</p>



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Year 4 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 4. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the **Chesswood ACRO Challenge Silver Award!**

Attitude	Creativity	Relationships	Organisation
Determination 	Enquiring 	Empathy 	Decision Making 
<p>Don't give up – show that when you find things difficult you keep on trying. Try new or different ways to solve the problems you are facing.</p>	<p>What, why, when, how, who? Ask questions to find out more about the information you are learning about. Do research to find out more about the knowledge you are discovering.</p>	<p>Help a charity – show how and why you have responded to a national or local charity event. Why did you chose to help and how did you raise money?</p>	<p>Make up your own mind! Show that you can make decisions for yourself in class, think and check with others before asking the teacher. Take responsibility for your decisions, right or wrong.</p>
Self-knowledge, belief, confidence 	Reasoning 	Presentation 	Vision / Goal setting 
<p>Build a positive mindset to help believe in yourself, grow your confidence and trust your judgement.</p>	<p>Explain how you know the information you do and links to other knowledge you know.</p> <p>Be able to show others how to do a skill you can do.</p> <p>Find different points of view in a topical debate and present both sides of the argument.</p>	<p>Be confident presenting your ideas – maintain eye-contact and show your passion in your actions and voice. Presenting your ideas can be talking to your teacher, groups in class or a presentation to the whole class or school!</p>	<p>Set yourself a personal goal and keep a record of the steps you take to achieve it. Aim to improve one area of yourself over at least one term.</p>