

Y4 Rivers



As **DIGITAL USERS and MEDIA CREATERS**, we will begin by exploring how the internet works as a “network of networks,” learning about online safety, and discovering the difference between the internet and the World Wide Web. We'll also practise spotting reliable information online and think about the impact of false content.

After half term, the children will explore Logo, a text-based programming language, creating and testing commands to design shapes, patterns, and their own Rangoli pattern linked to R.E learning about Hinduism.

As a **DESIGNER**, the children will learn about mechanical systems and apply this knowledge to design and build a slingshot car. They will explore how different shapes affect speed through air resistance, learn about sustainability, and use precise measuring, marking, cutting, and assembly skills. The final models will be evaluated for both performance and craftsmanship, particularly focusing on how shape and build quality affect speed.

As **ARTISTS**, this term, we will explore tone, texture and proportion as we develop our drawing skills and create realistic, expressive artwork. Inspired by artists Sarah Graham, Nicola McBride and Beatriz Milhazes, we'll experiment with colour, pattern and different materials. We'll build on our skills by creating colourful collages before designing and producing our own prints on polystyrene tiles and fabric.

This term's learning is underpinned by a focus on **connection, journeys** and **belonging**, exploring how our geographical environment, communities and rivers connect us to the wider world. Across the curriculum, children will design, create, investigate, communicate and problem-solve, reflecting how engineering, industry, science and creativity have shaped our local area. Our Personal Best journey, centred on **determination** and **self-belief**, will encourage children to embrace challenges, celebrate progress and recognise their own growth.

In **GEOGRAPHY** This term, children will become river experts! They'll learn about the different stages and features of a river, from waterfalls to floodplains, and use atlases to locate some of the world's longest rivers. They'll also explore how people use rivers – from transport to trade – and why so many cities are built beside them.

Along the way, they will study riverside settlements in our own area, ready to compare these with settlements around the world. They'll carry out research throughout the unit as well as having the opportunity to visit **Teesmouth field centre**, (more details to follow) to bring their learning to life. Children will also consider the impact of human activity on rivers, including flooding, and think about how people and places can be affected by changes in the environment.



As **WRITERS**, the children will dive straight into poetry, exploring kennings (e.g. bookworm-page-turner) to create poems about themselves before writing and performing their own River poems. Inspired by The Firework Maker's Daughter, they will write persuasive letters and vivid, imaginative descriptions. They will also create clear instructions linked to our work on the digestive system and design adverts for their own healthy, magical bars!

As budding **SCIENTISTS**, we will begin by investigating the fascinating world of materials and changing states of matter. Through hands-on investigations, the children will explore how heating and cooling can change materials and use thermometers to measure temperature. They will develop their scientific enquiry skills and along the way, gain a little experience as mini-chocolatiers!

We'll also investigate evaporation and condensation and discover their important roles in the water cycle, carrying out experiments to explore how temperature affects evaporation. Later in the term, we'll turn our attention to the human body, identifying different types of teeth and their functions before exploring digestion and creating messy, hands-on models of the digestive system!

FRENCH

Je me Presente...

Allow me to introduce myself! This first half term, children will learn basic greetings along with how to ask and answer questions about oneself. Then, we'll move onto **Vetements**, when we will get to grips with vocabulary, grammar, and sentence structures for describing clothes and what people wear in different situations and weather.

SMSC this term will explore what it means to be part of a community, developing our understanding of democracy, teamwork, rights and responsibilities. We'll also celebrate our differences, challenge prejudice and learn how to avoid making assumptions, recognise bullying and support ourselves and others.

In **R.E**, we will be reflecting on the questions: 'What is the 'Trinity' and why is it important for Christians?' and 'What do Hindus believe God is like?'

MUSIC, From South American samba to river-inspired ostinatos, we'll explore rhythm, pitch, tempo and dynamics. With plenty of whole-class instrumental playing, music is set to be great fun!

In **MATHS**, the children will extend their understanding of place value into the thousands, applying it to round numbers to the nearest 10 and 100 with greater confidence, as well as adding and subtracting 4-digit numbers with increasing efficiency. They will be introduced to counting backwards through zero into negative numbers, learn Roman numerals to 100 and get practical with a unit on area. Times tables are a big focus in Year 4, with children building speed on the facts they know and learning the rest. **TT Rockstars** in **Garage mode** at home for at least 10 minutes each week can make a big difference to their recall and confidence.

P.E.-FRIDAY.

Please can you ensure your child always has both the correct indoor and outdoor PE kit within school.

