

## **Year 4 Spring Term**

### **Misty Mountain, Winding River**

In January 2024, the Year 4 children will begin their Spring Term Expedition, focusing on the guided question:

**“Where does the water in our rivers come from?”**

#### **Hook**

We will launch our Learning Expedition by exploring ‘Digimap for schools’ where the children will utilise features such as exploring different map types and terrains to complete a set of challenges.

#### **Our Learning:**

Through our learning of science (Case Study 1), we are focusing on learning about the states of matter. We are developing and deepening our understanding of the behaviour of solid, liquid and gas particles and learning how each state can transform into another through different processes such as melting, freezing, condensation and evaporation. From our understanding of the states of matter, we will begin to apply our knowledge of the role evaporation and condensation have within the water cycle. We will then focus on the journey of water, from mountains to the seas. We will be using our scientific enquiry skills to form predictions, ask questions, and take and record accurate measurements and report our findings with conclusions, before evaluating our learning and suggesting improvements.

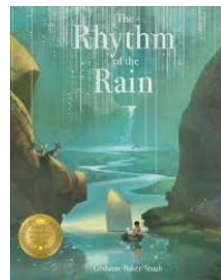
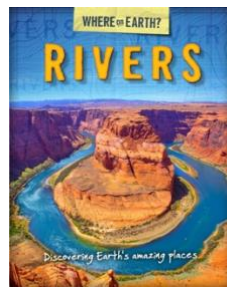
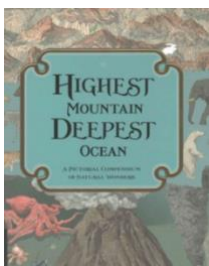
Through geography (Case Study 2), we will name and locate significant mountain ranges and rivers around the world and within the UK. We will learn how different mountain types form and identify the topography of areas in the UK using contour lines on maps. Then will then use our atlas skills to focus on significant rivers around the world and within the UK. We will identify and locate the Tropics of Cancer and Capricorn on a world map. We will also be developing our use of the eight points of a compass as well as six-figure grid references to locate, plot and describe the location of places and features on a map.

Our learning in art focuses on landscapes (Case Study 3). We will use our sketchbooks to collect and record visual information, experimenting with different shading techniques and expressing our likes and dislikes by annotating our work. Following on from this, we will begin to explore watercolour paints, looking at tone and developing an understanding of complimentary colours. Within our art lessons, we will research great landscape artists including Turner, Blake, Constable and Van Gogh before focusing on Jen Aranyi’s mountain landscape artwork, which will inspire our own landscape paintings, using all of our skills and knowledge.

## Final Product and Family Learning

For our final product the children will work collaboratively using the knowledge they have acquired about mountains and rivers to create their very own quiz. The children will retrieve the key knowledge from this expedition and use this to write their own questions and create an accompanying answer sheet. Within each class, we will then host a quiz from everyone's questions to find a group of champions! We will also create our Jen Aranyi-inspired watercolour mountain landscape paintings, which demonstrate increased detail and combines sketching and watercolour. These will be displayed in a gallery for parents and carers to explore and admire. When reviewing our geography learning, we would love families to get involved in helping the children at home to practise quiz answers based upon our geography learning objectives detailed above.

## Key Texts



## Staff Model Product

A Jen Aranyi inspired watercolour painting.



A geography quiz based on our learning about mountains and rivers.

### Year 4 Geography Quiz – Rivers and Mountains

1. What continent are the Himalayas located?

1 mark

2. These are the tallest mountains in the UK. Match the height to the correct mountain.

4413ft	3209ft	3560ft
Ben Nevis	<input type="text"/>	<input type="text"/>
Snowdon	<input type="text"/>	<input type="text"/>
Scafell Pike	<input type="text"/>	<input type="text"/>

1 mark

3. The tropics are regions of Earth that lie roughly in the middle of the globe. What are their names?

1.
2.

2 marks

4. There are five different types of mountain. Tick one box in each row to show whether each type is true or false.

	True	False
Fold	<input type="checkbox"/>	<input type="checkbox"/>
Enormous	<input type="checkbox"/>	<input type="checkbox"/>
Volcanic	<input type="checkbox"/>	<input type="checkbox"/>
Dome	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

5. Name three significant rivers from around the world.

1.
2.
3.

2 marks

6. Compare these two maps with contour lines. Circle the map that shows the steeper topography?



1 mark

7. Tick the correct definition:

- a) The **source of a river** is
- ☐ The original point from which the river flows
- ☐ The place where a river enters the ocean
- b) The **lower course of a river** is
- ☐ Where the river begins its path towards the sea
- ☐ The end of a river
- c) An **oxbow lake**
- ☐ Is where freshwater meets the ocean
- ☐ Starts out as a curve or meander in a river

1 mark

8. Tick the two rivers that are in located in the UK.

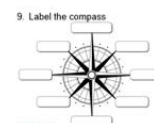
Trent ☐

Thames ☐

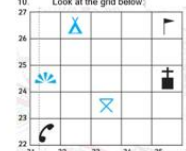
Nile ☐

Severn ☐

3 marks



10. Look at the grid below:



Write the grid reference for the:

- 
- 
- 

1 mark

## **Blocked subjects taught this term:**

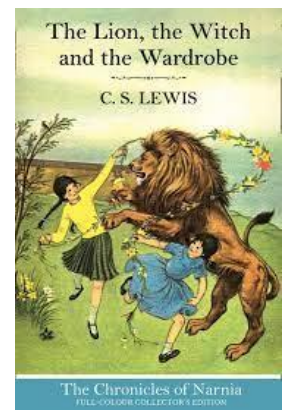
### **Writing**

We will begin with writing a persuasive letter to a fictional River God to convince the River God to prevent flooding in a local community. This unit focuses on structuring a formal letter while using specific language tools designed to persuade the reader. Then, we will continue the term with a setting description about a coastal scene, linking to our geography curriculum, so the children can draw upon their knowledge from the wider curriculum. We will be writing a non-chronological report on a key river and finish with a narrative based on a version of the story of Aladdin.



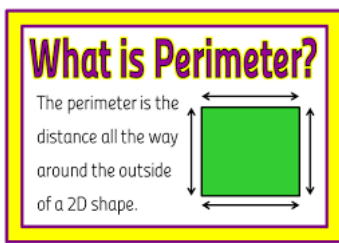
### **Reading**

We will start by looking at the figurative and symbolic themes in C.S. Lewis' 'The Lion, the Witch and the Wardrobe'. We will then draw on our current expedition and look at the non-fiction book about rivers, 'Where on Earth?' by Susie Brooks. Afterwards, we will look at a non-linear fiction story called 'Midnight Fox' by Betsy Byers where we explore the shifting narrative. Finally, we will finish with a poem by Robert Louis Stevenson called 'From a railway carriage' where children will focus on the archaic language used, and its poetic features. Through these texts we will be increasing our familiarity with classic fables, before retelling and sequencing the main events. We will focus on summarising, inference, prediction and the use of particular language for effect. We will develop our knowledge of word meanings by using dictionaries and learning about etymology. The key skills we will be developing include scanning the text, retrieving key words, and inferring information from what we have found.



### **Mathematics**

Our first focus this term is multiplication and division; we will further improve our knowledge of our times tables as well as develop our written methods for both operations. Following on from this, we will learn about the perimeter of shapes and how we can calculate the perimeter efficiently. In the second half of the term, we will learn about fractions, decimals and their relationship through the use of mathematical representations.



### **PSHE**

In PSHE, we will talk about their hopes and dreams. We will discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. We will talk about making new plans and setting new goals even if they have been disappointed. We will talk about group work and overcoming challenges together. We will reflect on their successes and the feelings associated with overcoming a



challenge. In the next half term, the class will then look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children will be asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class will also look at smoking and alcohol and the effects on health. They will discuss the reasons why people might drink or smoke. Finally, we will look at peer pressure and how to deal with it.

### **Spanish**

We will learn the key vocabulary for clothing, family and pets, practising our use of adjectives, descriptive language and simple quantifiers from autumn term as well as knowing how to ask and answer questions about these topics. We will develop a range of skills including how to read familiar texts aloud with appropriate expression and learn how Easter is celebrated in Venezuela.



### **RE**

We will learn about the sacred writings of Hinduism and what they teach about the self, God and the world as well as how they are used in ceremonies and to guide Hindu living. We will also develop our understanding of how Hindus express their beliefs through the way that they live their life and know what the expectations of Hindus who have committed themselves to their religion.



### **PE**

The children will take part in gymnastics lessons as they continue to develop and build on key knowledge/skills as they continue their journey through school. For example, children will use their prior knowledge of performing shapes to perform in unison with a partner, to move in/out of balances, to perform shoulder rolls, explore turning, learn the sequence for a successful vault and to perform a sequence with a change of height. The children will also take part in tag rugby lessons, during these lessons children will learn some of the basic skills of tag rugby such as, handling the ball correctly, to pass (sideways) and receive the ball, to tag another player, to know how to score a try, sidestepping to avoid a defender and to develop a basic understanding of the rules. The children will also start the first half of their net and wall games lessons. These lessons will introduce children to the skills required in tennis. Some of these key skills will include how to balance when hitting the ball, catching the ball as it bounces and playing forehand shots. The children will also begin their football lessons. The skills the children will develop are, controlling the ball, passing and receiving with control and to shoot the ball at a target with accuracy.

## **Music**

Our learning will begin by focussing on changes in pitch, tempo and dynamics: we will listen to changes in these and relate it to something tangible and familiar to help our understanding; we will link to our geography learning as we represent different stages of the river through vocal and percussive ostinatos. We will then look at the Japanese springtime festival of Hanami and use descriptive vocabulary to create haikus with accompanying music and percussion sound effects.



## **Computing**

This term, we will begin by building on our prior learning relating to programming, identifying the importance of accuracy and creating algorithms in a text-based language on Turtle Academy; we will decompose tasks into small steps and use count-controlled loops to produce a given outcome. Later on, we will learn about data logging including how data can be gathered over time and used to answer questions and how computers can help us to analyse data.