



Chestnuts Primary School

'Encourage, Enable, Empower'

Year 4 Spring 1 Half Termly Overview – That's Life

| Week | Science | History | Geography | Art and Design | Design Technology | Physical Education | R.E. | Computing | PSHE | Music | MFL |
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| 1 | <p>Living Things and Habitats - To recognise that living things can be grouped in a variety of ways</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment</p> | | | | | <p>Tag Rugby - To develop flexibility, strength, technique, control and balance in the context of tag rugby ball handling skills</p> <p>To throw and catch a rugby ball</p> | | | | | |



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| 2 | Living Things and Habitats - To recognise that environments can change and that this can sometimes pose dangers for living things | | | Drawing - To know about the life of Vincent Van Gogh | | Multi-skills - To show an awareness of space and know how to use it in games Tag Rugby - To execute a successful pass of a rugby ball while on the move To move with the ball into space | | | Jigsaw - Dreams & Goals Piece 1 - To know how it feels to have hopes and dreams | Guitars - To use known songs to develop control of pulse and rhythm To revise the notes EGB | German - To understand nouns for members of a family |
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| 3 | | | | <p>Drawing - To identify and describe the facial and body features seen in the self-portraits of Vincent Van Gogh</p> <p>To explore scale and proportion when drawing whole people</p> | <p>Multi-skills - To develop reaction, control and consistency in skills</p> <p>To change direction and speed when moving or dribbling with a ball</p> <p>Tag Rugby - To play competitive games and apply basic principles suitable for attacking and defending in the context of tagging in tag rugby</p> <p>To apply the rules of tagging in tag rugby</p> | | | <p>Jigsaw - Dreams & Goals Piece 2 - To understand that sometimes hopes and dream do not always come true and how to manage the feelings when they do not</p> | <p>Guitars - To revise playing rhythms using the rest stroke</p> <p>To create melodic phrases</p> | <p>German - To be able to ask, "Who is it?" and give a response with a family member noun</p> |
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| 4 | | | | | <p>Links and Levers - To learn how levers and linkages work</p> <p>To learn how a simple mechanism can be used to produce different types of movement</p> | <p>Multi-skills – To know how to position the body, hands, feet and equipment to pass and receive a ball</p> <p>Tag Rugby - To gain possession by intercepting a pass</p> | | | <p>Jigsaw - Dreams & Goals Piece 3 - To know that reflecting on positive and happy experiences can help me counteract disappointment</p> | <p>Guitars - To revise the note A</p> <p>To revise creating an ostinato</p> | <p>German - To understand and say some nouns for parts of the face</p> |
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| 5 | | | | | <p>Links and Levers - To describe how levers and linkages work</p> <p>To design a book with levers and linkages</p> | <p>Multi-skills – To use a range of techniques when passing</p> <p>To know when to pass the ball and when to dribble</p> <p>Tag Rugby - To use attacking and defending skills and knowledge to make tactical decisions</p> | | | <p>Jigsaw - Dreams & Goals Piece 4 - To be able to make new plans even when I have been disappointed</p> | <p>Guitars - To be able to change fluently between different notes</p> | <p>German - To understand simple sentences using nouns and colours about the face</p> |
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| 6 | | | | | <p>Links and Levers - To create a book with levels and linkages</p> <p>To self-evaluate the design and final product</p> | <p>Multi Skills - To use a range of tactics to keep possession of the ball</p> <p>Tag Rugby - To apply attacking and defending skills in a game of tag rugby</p> | | <p>Digital Literacy - E-Safety - To know how to use technology responsibly</p> <p>To know ways to report concerns and inappropriate behaviour</p> <p>To recognise acceptable and unacceptable behaviour</p> | <p>Jigsaw - Dreams & Goals Piece 5 - To enjoy being part of a group challenge</p> | <p>Guitars - To be able to play on the D string</p> <p>To maintain their own part in an ensemble</p> | <p>German - To write a simple sentence to describe a part of the face</p> |
| 7 | | | | | | <p>Multi-Skills - To continue to use a range of tactics to keep possession of the ball</p> <p>Tag Rugby - To continue to apply attacking and defending skills in a game of tag rugby</p> | <p>Islam - To explore how Muslims celebrate or mark important times in the year and in life</p> <p>To understand why Muslims celebrate these</p> <p>To understand the festivals of Eid, Ramadan and the Prophet Muhammad's birthday</p> | | <p>Jigsaw - Dreams & Goals Piece 6 - To identify the contributions made by myself and others</p> | <p>Guitars - To play with correct posture and technique</p> <p>To maintain their own part in an ensemble</p> | <p>German - To create and describe an alien family</p> |