

English

In English this half term, we will be continuing to link our writing to our reading text **Harry Potter and the Philosopher's Stone**. We will firstly start by writing a newspaper report linked to one of the key parts of our story so far. Then, we will enjoy a few days of enjoying some writing for pleasure. After that, we will finish the year with a graphic novel and some poetry.

Science

Children will explore the three states of matter: solids, liquids and gases. They will compare and group materials according to their properties and learn how particles behave in each state. Through investigations, children will observe how materials change state through heating and cooling, including melting, freezing, evaporation and condensation. They will also use scientific enquiry skills to measure temperature and explain everyday examples of changes of state in the world around them.

Maths

In maths, the children will learn about angles, including identifying, comparing, and ordering them, before investigating the properties of triangles, quadrilaterals, and other polygons. Moreover, they will also explore lines of symmetry and complete symmetrical figures. In statistics, the children will interpret charts and line graphs, using these to compare and analyse data as well as developing their understanding of position and direction by using and plotting coordinates, drawing shapes on grids, and describing and carrying out translations.

PE

In PE this term, Year 4 will develop their fitness through a range of fun and challenging activities that improve strength, stamina, agility, balance, and coordination. In Rounders, the children will learn and apply key skills such as throwing, catching, batting, and fielding, while developing teamwork, communication, and an understanding of game tactics and rules.



Art

During our art lessons this half term, we will be continuing our work on sculptures. Firstly, we will explore how to create different body parts, then we will learn how to make a clay-based paint. Then, we will design and make our own clay sculptures.

PSHE

Children will learn about body changes during puberty and the differences between male and female bodies. They will explore feelings linked to growing up and discuss positive ways to manage emotions and resolve conflict. The unit also introduces marriage and other committed relationships, helping children understand different family choices and the importance of respect for others.

Term 6

What are rivers and how are they used?

RE

This term, the children will continue to build on their learning about beliefs surrounding life after death. They will examine how different faith communities mark the end of life, explore key similarities and differences between traditions, and consider the importance of these practices to believers. They will continue to develop their ability to reflect thoughtfully, make comparisons, and appreciate a range of religious perspectives.

Geography

In Geography, the children will explore rivers and the water cycle, developing their understanding of how water moves through the environment. They will learn how rivers are formed, where they are found around the world, and how they are used by people. They will also investigate their local river, identifying its key features and considering how it has shaped the surrounding area.

DT

In DT, we are continuing with our learning about simple electrical circuits and how they are used in everyday products such as torches. Having explored different torches available on the market, they will now design and create their own working torch using a range of recyclable materials. Throughout the unit, children will further develop their skills in designing, making, problem-solving, and evaluating their finished products.

French

In French the children will explore the topic *Chez moi* (My home). They will learn to say where they live and will develop their vocabulary for different types of homes and rooms in the house. They will also learn to describe what is in their home using "*Chez moi il y a...*" and begin to use simple negative phrases such as "*Chez moi il n'y a pas de...*".