

# Year 4 Spring Term

## English

- RWI Spelling

### **Rhythm of the Rain by Grahame Baker Smith**

Writing Outcomes: Setting Narrative and Information Leaflet

### **Mystery Text**

- Writing Outcomes: Return Narrative and Letters

Within each of the units, we will learn about a range of sentence styles including those with varied punctuation.

## Maths

### **Multiplication and Division**

- Multiply and divide by 100
- Multiply a 2- digit and 3-digit number by a 1-digit number
- Divide a 2-digit and 3-digit number by a 1-digit number
- Efficient multiplication
- Informal methods of multiplication
- Factor pairs

### **Fractions**

- Partition a mixed number
- Convert mixed numbers to improper fractions
- Equivalent fractions on a number line
- Add fractions and mixed numbers
- Subtract from mixed numbers
- Understand improper fractions

## Maths Continued

### **Length and Perimeter**

- Perimeter of rectilinear shapes
- Perimeter of regular polygons
- Measure in kilometres and metres
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### **Decimals**

- Tenths as fractions and decimals
- Tenths on a place value chart and number line
- Divide a 1-digit and 2-digit number by 10
- Hundreths as fractions and decimals
- Divide a 1-digit and 2-digit number by 10

There is a national Multiplication Check in June that all Year 4 will complete. Our aim is that most children by the end of year 4 will know their times tables up to 12x12.

Throughout the year we will have time to learn, practise and improve their knowledge of times tables before this time.

## Science

### **Sound**

- Explore volume and pitch
- Explore sounds from near and far
- Explore how vibrations from sounds travel through a medium to the ear
- Identify how sounds are made
- Explore sound insulation

### **Animals including humans**

- Identify the organs in the digestive system Describe the functions of the main organs in the digestive system
- Identify the types of human teeth and their functions
- Investigate the effects of different liquids on the teeth
- Explore and understand food webs and food chains

## History

### **What did the Greeks ever do for us?**

- Describe the features of ancient Greece.
- Identify the key periods in the ancient Greek civilisation.
- Make inferences about Greek gods.
- Research a Greek god.
- Compare Athens and Sparta.
- Understand the different types of democracy.
- Explain how Athenian democracy worked.
- Explain what philosophy is.
- Identify the achievements of the ancient Greek philosophers.
- Identify the ancient Greeks' legacies and their impact.

## Geography

### **Who lives in Antarctica?**

- Describe what lines of latitude and longitude are, and climate zones are.
- Understand that the Northern and Southern Hemispheres experience seasons at different times.
- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- Describe Antarctica's location in the far south of the globe.
- Understand why people visit Antarctica
- Describe equipment researchers might use and clothes they wear.
- List some of the research carried out in Antarctica.
- State the outcome of Shackleton's expedition.
- Describe a similarity and difference between life in the UK and life in Antarctica.
- Begin to recall the eight points of a compass, following at least four of them.

## Music

### **Folk Music**

- Play and perform melodies following stave notation using a small range of notes
- Begin to make decisions about the overall structure of compositions
- Use the inter-related dimensions of music when composing music to create a specific mood
- Include a range of different instruments to create small ensembles when composing
- Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology
- Identify and discuss the interrelated dimensions of music when listening to a piece of music
- Listen to a broad range of music from different times and place

## Music continued

### **Countdown to Christmas**

- Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth)
- Use the inter-related dimensions of music when composing music to create a specific mood
- Follow and perform simple rhythmic notation to a steady beat
- Identify chordal accompaniment and melody understanding static and moving parts when listening
- Introduce the term 'chromatic'
- Identify and discuss the interrelated dimensions of music when listening to a piece of music
- Begin to identify key stylistic features within a genre of music

## MFL (French)

### **Faces and Family**

- Find out about Epiphany in France
- Learn the nouns for family members
- Record personal information about a family member
- Learn the nouns for parts of the face
- Learn the plural for parts of the face nouns.
- Write simple sentences to describe a face.

### **Moving our bodies**

- Revisit parts of the face
- Learn nouns for body parts
- Learn to use adjectives to describe body parts
- Gain an understanding of how to form plural nouns and adjectives including some irregular endings.
- Learn commands to use with body parts
- Create own yoga routines using verbs and body parts

## Computing

### **Hardware Investigators**

- To understand the different parts that make up a desktop computer.
- To recall the different parts that make up a computer.

### **Using logo**

- To learn the structure of the language of 2Logo.
- To use 2Logo to create letter shapes.
- To use the Repeat command in 2Logo to create shapes.
- To use and build procedures in 2Logo.

### **Writing for different audiences**

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.

## PSHRE

### **Think Positive**

- Understand that it is important to look after our mental health.
- Recognise and describe a range of positive and negative emotions.
- Talk about things that make them happy and help them to stay calm.
- Identify uncomfortable emotions and what can cause them.
- Discuss the characteristics of a good learner.

### **Be Yourself**

- List some of their achievements and say why they are proud of them;
- Identify facial expressions associated with different feelings;
- Describe some strategies that they could use to help them cope with uncomfortable feelings;
- Suggest assertive solutions to scenarios;

## RE

### **Charity**

- To research Christian charities.
- To investigate the role that famous Christians have on society.
- To understand how Muslims help others.
- To research inspirational Islamic figures.
- To explore Humanism

### **Salvation and Resurrection**

- To understand why Christians think life is a journey.
- To revisit the Easter story.
- To understand what salvation means to Christians.
- To create a piece of artwork about salvation.

## PE

### **Gymnastics**

- Move in a controlled way
- Include change of speed and direction in a sequence
- Work with a partner to create, repeat and improve a sequence with at least three phases

### **Tennis**

- Throw and catch accurately with one hand
- Hit a ball accurately with control
- Vary tactics and adapt skills depending on what is happening in a game
- Hit/strike a ball power
- Understand specific positions / roles in a game situation

## Art and Design

### **Craft and design: Ancient Egyptian scrolls**

- Recognise and discuss the importance of Ancient Egyptian art.
- Record colours, patterns and shapes through observational drawing.
- Choose and use tools and materials confidently.
- Begin to experiment with drawing techniques.
- Create a selection of sketches that show idea exploration.
- Produce a final design with a clear purpose.
- Follow instructions with minimal support.
- Discuss and evaluate the process and outcome of their work.
- Produce a complete painted or drawn piece from a design idea.
- Use colours and materials appropriately, showing an understanding of effective composition.

## Design Technology

### **Digital world: Wearable technology**

- Give a brief explanation of the digital revolution and/or remember key examples.
- Suggest a feature from the virtual micro:bit that is suitable for the product.
- Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed.
- Identify errors, if testing is unsuccessful, by comparing their code to a correct example.
- Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user.
- Create annotated diagrams to help illustrate how their product is worn.
- Describe what is meant by 'point of sale display' with an example.
- Follow basic design requirements using computer-aided design, drawing at least one shape with a text box and bright colours, following a demonstration.