

Year 4 Spring Term – The New Curriculum Overview 2017

SUBJECT	1 st Half Term	2 nd Half Term
<p>English</p> <p>During the first week the children will complete the unit of story work from the end of the Autumn Term</p>	<p>Non-Fiction - Instructions and explanations <u>Required texts:</u> Various instruction and explanation texts - provided <u>Description:</u> The children will learn about instructions and explanations. Instruction writing will be based around the popular television programme Countdown. The children will learn how to play the number and letter games and then write a clear set of instructions for each. They will learn about features of explanations before going on to write their own based on the short animated video ‘The Shirt Machine’ <u>Grammar focus:</u> 1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs 2. Understand that writing can be first or third person. 3. Use and understand grammatical terminology .</p> <p>Fiction – Stories from other cultures. <u>Required texts:</u> A range of Aboriginal Dream Time Stories <u>Description</u> Linked to our art work this term the children will read and learn about Aboriginal Dreamtime Stories that have inspired the Aboriginal paintings we will study together. The children will explore the meaning behind each story and how it links to the culture of the Aboriginal people</p>	<p>Poetry - Nonsense poetry <u>Required texts:</u> A variety of poems selected from The Works. <u>Description:</u> Using Edward Lear's Book of Nonsense, Hamilton's version of The Pobble With No Toes, and Jabberwocky by Lewis Carroll, study the features that poets use when creating nonsense poems. Plan, create and perform your own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry. <u>Grammar focus:</u> 1. Recap on grammar terminology from Year2 and use and understand KS2 grammar terminology – particularly word classes: noun, adjective, verb, adverb, pronoun 2. Identify and use fronted adverbials 3. Use commas after fronted adverbials</p> <p><u>Guided Reading</u> The children tackle different genres to suit their reading ability, including: stories with issues and dilemmas, modern fantasy, and historical texts.</p> <p><u>Independent Reading</u> The children will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina</p>
<p>Maths</p>	<p>The key skills study covered throughout the term will include:</p> <p>Mental multiplication and division Use doubling and halving to multiply and divide by 4 and 8 and solve correspondence problems. Double and halve 3-digit numbers by partitioning Use mental strategies to solve multiplications including multiplying by 0 and 1, dividing by 1, multiplying together three numbers Use mental strategies to solve divisions including dividing by 1.</p> <p>Fractions, ratio and proportion Find fractions of amounts and relate to division and multiplication. Understand unit and non-unit fractions with denominators ≤ 12 Develop an understanding of equivalence in fractions; $\frac{1}{2}$s, $\frac{1}{3}$s, $\frac{1}{4}$s, $\frac{1}{5}$s, $\frac{1}{6}$s, $\frac{1}{8}$s, $\frac{1}{10}$s. Identify the equivalent fraction for any given fraction Begin to understand equivalence by placing fractions on a number line. Use equivalence to reduce fractions to their simplest form.</p> <p>Problem solving, reasoning and algebra Solve simple measure and money problems involving fractions and decimals up to 2 decimal places Use, explain and justify mathematical reasoning. Describe, predict and explain patterns</p> <p>Geometry: properties of shapes Estimate and measure angles, recognising that they are measured in degrees. Compare and classify acute and obtuse angles; order angles up to 180°. Draw horizontal, perpendicular and parallel lines of a given length. Identify line symmetry in 2D shapes presented in different orientations Classify 2D shapes according to their properties: right angles, lines of symmetry, parallel and perpendicular lines Draw shapes with specified properties: a right angle, two perpendicular lines, two parallel lines Recognise and begin to complete symmetrical 2D shapes.</p>	

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	<p>Complete a symmetric figure with a given line of symmetry.</p> <p>Mental multiplication and division Understand division as the inverse of multiplication. Identify factors and multiples, and begin to find common factors. Use knowledge of multiples and factors in relation to large numbers</p> <p>Written multiplication and division Divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers between 10 and 20</p> <p>Mental addition and subtraction Subtract 4-digit from 4-digit multiples of 1000 by counting up. Use number facts to add to the next multiple of 100 or 1000. Find change from £5, £10 and £20 by counting up. Count up to find change from £10, £50 and £100</p> <p>Written addition and subtraction Use expanded decomposition to subtract 3-digit from 3-digit numbers .Use compact decomposition to subtract 3-digit from 3-digit numbers Subtract 2-digit from 3-digit numbers using expanded or compact decomposition.</p> <p>Mental multiplication and division Understand that multiplication is commutative and use it in mental calculations. Count in 7s and recall multiplication and division facts for the $\times 7$ table.</p> <p>Written multiplication and division Multiply 3-digit by 1-digit numbers using the ladder method.</p> <p>Problem solving, reasoning and algebra Solve simple measure and money problems involving fractions and decimals up to 2 decimal places.</p> <p>Measurement Estimate, compare and calculate different measures, including money in pounds and pence.</p>	
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Science	<p><u>Chemistry Strand – Changing State: Solids and Liquids</u></p> <p>For the first half term we will begin ‘Changing States’ The children will learn that some materials change state when heated or cooled and the temperature that this happens. We will also identify the part played by evaporation and condensation in the water cycle.</p> <p><u>Working scientifically</u></p> <p>Setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</p> <p>Using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering question</p>	<p><u>Physics Strand – Sound</u></p> <p>Through this unit children learn that sounds are produced by vibrations and that these vibrations travel from the source through a variety of materials. They will learn that sound gets fainter the further you travel from the source.</p> <p>Musical instruments are used to illustrate the range of ways of producing sounds and how pitch and loudness can be altered.</p> <p><u>Working Scientifically</u></p> <p>Setting up simple practical enquiries, comparative and fair tests. Recording findings using scientific language, drawings, labelled diagrams, keys and tables.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas.</p> <p>Asking relevant questions and looking for patterns.</p> <p>Making systematic and careful observation and, where appropriate, taking careful measurements.</p>

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PSHE	<p>Going for goals – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to self-awareness and motivation. This will have a direct link to the value of hope and our school Golden Rules.</p>	<p>Good to be me – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to self-awareness, managing feelings and empathy.</p>
RE	<p><u>Christianity, Hinduism and Sikhism.</u></p> <p>This term the children will work on the joint themes of Hinduism, Christianity and Sikhism. They will look at the similarities and differences between the three religions and in particular the sacred texts within these faiths and how they effect the day to day living of believers.</p>	<p><u>Christianity, Hinduism and Sikhism.</u></p> <p>After half term they will be further developing our understanding of what is involved in belonging to a faith community in terms of beliefs and practises. They will also be investigating the Easter story and traditions held at Easter time. Mrs Orton will be taking the children for RE this term.</p>
History or Geography	<p><u>Roman Britain and the Anglo-Saxons</u></p> <p>This term we will be looking at how people from other societies have been coming to settle in Britain for a long time. We will continue our work on the invasion and settlement of the Romans in Britain. We will look at what life was like in Britain after the Romans had settled, the changes that occurred, how we know about Roman life and how the Roman Empire came to an end. We will then move onto the Anglo-Saxons, we will look at where they came from, their own invasion and settlement and what life was like in Britain during this period. We will cover historical enquiry, how we can learn from the events of the past and the differing views and opinions others have of this period in time.</p>	
Art or Design Technology	<p><u>Art - Journeys</u></p> <p>This first half term the children will have the opportunity to produce an Aboriginal dot painting based on the exploration work we will do while we look at a range of stories from the Aboriginal culture. The children will learn how signs and symbols can be used to communicate ideas and meaning.</p>	<p><u>Art – Take a Seat</u></p> <p>After half term we will then move onto exploring the design of chairs. We will be discussing what chairs are used for in different settings and situations. We will look at a varied range of chair designs and styles from the past and different cultures. The children will then use this work as inspiration for developing their own imaginative designs for a chair for a particular character.</p>

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Music	Mrs Orton will be taking the children for music this term. Work will include revision of the tonic sol-fa names, simple pitch and rhythmic notation, unison and two part songs.	After half term the children will develop their ability to recognise scales and use pitched instruments to create short melodies and accompaniments.
PE	<p><u>Rising Stars</u> The children will be working with Rising Stars coaches to develop their basketball and football skills. They will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. They will use running, jumping, throwing and catching in isolation and in combination.</p> <p><u>PE</u> I will then be covering a new and exciting sporting activity with the children. They will have the chance to develop their movement, handling and team skills through disc sports (ultimate Frisbee). The purpose of this activity is to give the children the chance to experience a different type of sport. It will help to not only develop their cardio, strength, hand to eye coordination, reactions and balance but also their confidence, team spirit, respect and sense of fair play.</p>	
Computing	<p><u>Keeping Informed</u></p> <p>Children understand the difference between data and information. They use sensing and data logging tools to gather data to support their science investigations. They structure data in branching and flat-file databases and understand how to derive information from these sources.</p>	<p><u>Cross Curricular Learning – History and Science</u></p> <p>The children will continue to develop their skills in word processing (combining text and graphics). They will undertake a range of research projects linked to topics we will be learning about in class e.g. Roman Britain. They will also collect data to support their science investigations during our unit of work on the topic of sound.</p>