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| **Year 4 -** **Miss Derbyshire** **(M,T&W)****Miss Fytche (Th& F)** | **Spring Term 2025** |
| **Diverse Earth** |
| **English**https://images-na.ssl-images-amazon.com/images/I/41vVdFtbjhL._SX347_BO1,204,203,200_.jpg | **Reading Comprehension** * Continue to skim and scan texts of increasing complexity
* Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence
* Summarise paragraphs
* Predict what might happen from details stated and implied
* Use dictionaries to check the meaning of words that they have read

**Writing*** Explore the structure and language features of a range of texts (adventure story, missing chapter non-chronological report, persuasive letter)
* Use an increasing range of conjunctions to write complex sentences
* Use prepositional phrases to add detail to sentences
* Accurately use inverted commas and other punctuation to indicate direct speech
* Use the apostrophe to show possession (singular and plural)
* Organise paragraphs around a theme
* Edit and improve their own writing to improve accuracy and quality of vocabulary
* Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

**Spelling*** -ture
* Adding ly
* Ous
* Ch (‘sh)
* Qu/que
* Y for ‘i’
* Prefix ‘sub’
* Prefix ‘mis’
* -sion
* Possessive apostrophes with plural words
* Statutory words –ly
* Y making the e sound
 | **Maths** | **Multiplication and Division*** Multiply and divide by all multiplication facts up to 12x12
* Factor pairs – multiply two numbers to find a product e.g. 3 x 5=15
* Multiply and divide by 10 and 100
* Learn formal written methods to multiply 2 and 3-digit numbers by a 1-digit number
* Learn written methods to divide 2 and 3-digit numbers by a 1-digit number
* Apply written methods to solving real-life problems

**Measures – Time*** Telling the time to the nearest 5 minutes and the nearest minute on an analogue clock using am and pm
* Tell the time on a digital clock in 12 and 24-hour format
* Convert between hours, minutes and seconds as well as years, months, weeks and days

**Fractions** * Understand the whole, count beyond 1
* Partition, compare and order mixed numbers
* Understand and convert improper fractions
* Convert between improper fractions and mixed numbers and vice versa
* Find equivalent fractions
* Add two or more fractions, including mixed numbers
* Subtract two fractions from whole amounts or mixed numbers

**Statistics*** Know how to use bar charts, pictograms and tables to interpret data
* Know the most appropriate scale to use when drawing bar charts
* Solve comparison, sum and difference problems using discrete data
* Introduce line graphs and know that these represent continuous data e.g. time, temperature and height

**Position and Direction*** Introduce coordinates and describe positions in the first quadrant
* Learn which is the x-axis and y-axis
* Read and write coordinates accurately knowing which one to write first (x, y)
* Plot coordinates correctly on a grid in the first quadrant
* Know that translation means to move a shape to a new position on a coordinate grid
* Follow specific directions such as left/right and up/down to translate a shape
* Be able to describe how a shape has been moved on a grid e.g. 3 squares left and 4 squares down.
* Solve problems involving position and direction
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| **SCIENCE** |  **Animals including Humans*** Construct and interpret a variety of food chains, identifying producers, predators and prey
* Construct a food web relating to the local environment

**Living Things and their Habitats*** Recognise that living things can be grouped in a variety of ways
* Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
* Recognise that environments can change and that this can sometimes pose dangers to living things
 | **HISTORY** | *Geography is the focus for the Spring Term* |
| **GEOGRAPHY** | **Locational Knowledge***Locate the world’s countries, using maps to focus on Northern Europe countries and North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities***Physical geography-***Describe and understand key aspects of climate zones and biomes - focus on Arctic (North America), UK and Italy** Locate on a globe/map: the Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles
* Know the difference between climate zone and biome
* Understand and learn about different climate zones (polar, arid, temperate) and biomes (e.g. tundra)
* Know why certain animals live in certain areas and how they are suited to their environment
* Learn about food chains in the polar climates
* Know how climate zones differ between the UK, Alaska (North America) and Italy
* Identify the different biomes in these areas
 | **COMPUTING** | **Photo Editing***Developing an understanding of how digital images can be changed and edited** Changing digital images
* Changing the composition of images
* Changing images for different uses
* Retouching images
* Fake images
* Making and evaluating a publication

**Repetition in shapes***Creating programs by planning, modifying, and testing commands to create shapes and patterns** *Programming a screen turtle*
* *Programming letters*
* *Patterns and repeats*
* *Using loops to create shapes*
* *Breaking things down*
* *Creating a program*
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| **PSHE**Jigsaw Jaz – St Peters Catholic Academy | Stoke-on-Trent | Staffordshire | **Dreams and Goals*** Hopes and dreams
* Overcoming disappointment
* Creating new, realistic dreams
* Achieving goals
* Working in a group
* Celebrating contributions
* Resilience
* Positive attitudes

**Healthy Me*** Healthier friendships
* Group dynamics
* Smoking
* Alcohol
* Assertiveness
* Peer pressure
* Celebrating inner strength
 | **RE**C:\Users\rachel.sones\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\8DA98FB1.tmp | **Buddhism****Can the Buddha’s teachings make the world a better place?** * To consider how the world is a wonderful place for some people and a less wonderful place for others
* To explain how Anicca (change) might bring about Dukkha (suffering) for some people
* To re-tell a Buddhist story and explain its meaning
* To re-tell a Buddhist story and explain how it shows compassion
* To explain how the teachings of Buddha might impact on the life of a Buddhist today
* To talk about changes in my life and how these might bring positive outcomes for me

**Christianity – Easter*** To explain what forgiveness is and why it might be difficult in some situations
* To describe what a Christian might learn about forgiveness from a Bible story
* I can retell a Bible story where Jesus forgave somebody
* To discuss how some Christians might feel about forgiveness
* To describe what a Christian might learn about forgiveness from a Bible text
* To explain what forgiveness might mean to me
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| **ART**http://www.westhoughtonartgroup.com/wp-content/uploads/2011/11/tone-ball-BW-300x225.jpg | **Tonal Drawings***Begin to show the third dimension of objects using tone, shade and tints* * What is tone? Explore tonal shapes using a range of sketching pencils
* Begin to develop their own style using tonal contrast and mixed media (charcoal and white chalk)
* Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them
* Explore and imitate the use of tone within the work of a variety of artists
* Create a drawing showing depth and tone inspired by an artist’s work
* Adapt their work according to their views and describe how they might develop it further

 | **Design and Technology** | **Levers and Linkages***Design an Easter/Spring card for a relative**Designer: Robert Sabuda** Investigate and evaluate books where lever and linkage mechanisms have been used
* Learn how lever and linkage mechanisms work and, in small groups, produce a range of these types of mechanisms
* Design an Easter card with levers and linkages which meets the design criteria (include measurements)
* Create a protype of their Easter card design and evaluate at this stage
* Make their final product based on their design and prototype with amendments made according to the evaluation of the prototype
* Evaluate their final product identifying what went well and how they could improve their product next time
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| **MUSIC** | **Rock and Roll*** To recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
* Using musical vocabulary to discuss the purpose of a piece of music.
* Identifying common features between different genres, styles and traditions of music.
* Perform the hand jive actions in sequence and in time to the music on their own and individually.
* Sing in tune and in time to the music.
* Independently play their part with some awareness of other performers.
 | **MFL** | **Vegetables** · Name and recognise up to 10 vegetables in Spanish. · Attempt to spell some of these nouns (including the correct article) · Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.**Presenting Myself*** Count to 20 in Spanish
* Say their name and age in Spanish
* Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling
* Learn and use the Spanish for “I am” (Soy), “I have” (Tengo) and “I live” (Vivo)
* Tell you if they are Spanish or English, introducing concept of gender and agreement
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| **PE**PE | The Blessed Sacrament Catholic Primary School | **Outdoor learning – Forest School*** Creating natural art and stick frames.
* Learn about and find different insect habitats. Make bird feeders.
* Fire safety reminders and using natural materials to design and create a trail.
* Looking at natural versus man-made objects in the environment and the effects they can have.
* Identifying compass points and using them to create instructions to follow.
* Learning about what humans need to survive.

**Orienteering*** Develop ability to orientate a map and locate points
* Apply understanding of what makes an effective team and understand how important teamwork is when orienteering.
* Develop life skills such as trust and communication as they collaborate with their team to successfully complete the orienteering challenges.

**Dance (Weather)*** Perform with expression and emotion as they tell a story. Understand what makes an ‘excellent dance’.
* Apply creativity as they try a range of movement options.
* Strive to ensure their sequences are performed precisely and accurately showing self-motivation to want to improve.

**Tennis*** Hit the ball into space on their opponent's side of the court, creating space for the next shot that will win them the point.
* Apply an accurate understanding of where, when and why we hit the ball into spaces on their opponent's side of the court.
* Develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.
 | **Additional Information** | **PE days** * Term 3: Monday and Thursday (Forest School)
* Term 4: To be confirmed.

**Homework** * New homework trial due to evidence based research focussing on core and non-core subjects. More details to follow.
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