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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 |
| **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* |
| **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 |
| **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 |
| **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 |
| **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. |