

Writing

Spring focus on Narrative, Explanation and Non chronological report genres .

Create and plan writing by ...

Looking at similar texts and discussing the structure and vocabulary. Jotting down initial ideas to plan writing.

Commence their writing by...

Selecting and using an increasing range of sentence structures and richer vocabulary in their writing. Structuring and setting out their own work out into paragraphs. Organising own writing using different settings, characters and plot.

Evaluating and improving writing by...

Comparing own work and that of others and add improvements to the texts. Improving the use of grammar. Reading it through to correct spelling and punctuation errors if present. Evaluating their work and then enhancing their work with improved vocabulary and authorial choices.

Grammar

Develop the use of sentences with more than one clause.

Establish the difference between a phrase and a clause and when to use them.

Use inverted commas accurately and other speech punctuation to punctuate direct speech accurately.

Identify present, past, progressive and perfect tense verbs.

Identify and utilise correctly different types of determiners.

Use pronouns and nouns to aid cohesion and avoid repetition.

Use simple devices including paragraphs to better structure writing.

Year 4 Spring 1

Our World - Geography



Reading

Retrieve

Secure use of skimming, scanning and text-marking/highlighting to retrieve information.

Infer

Use contextual clues to identify author's use of inference within the text. Extract information from the text and make notes using quotation and reference to the text to justify actions and feelings of characters within narratives. Identify key points when reading an appropriate text. Orally and in writing, summarise the main points from a passage or a text





Choice

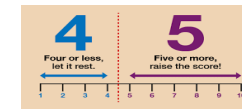
Identify author's use of structuring and shaping text to enhance and fit the purpose of the writing. Use of authorial devices and specific language features to enhance the genre. Identify unknown vocabulary and phrases and seek their meaning using context clues.

Speaking and Listening

Listen and respond appropriately to adults and peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary

Maintain attention and participate actively in collaborative conversations. Speak fluently with an increasing command of Standard English. Participate in discussions, presentations, performances and Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Thousands	Hundreds	Tens	Ones
			
1 1,000	2 200	4 40	7 7



Mathematics

Multiplication and Division

Children develop their mental multiplication by exploring different ways to calculate. They partition two and three-digit in order to multiply numbers. Children use a variety of informal written methods to multiply a two or three digit number. They use the formal method of column multiplication. They also apply their understanding of partitioning to represent and solve calculations.

Children build on their knowledge of dividing a 2-digit number by a 1-digit by sharing into equal groups. They then move on to calculations where they exchange between hundreds tens and ones. Children apply their previous knowledge of dividing 2-digit numbers to divide a 3-digit number by a 1-digit number.

Measures – Area

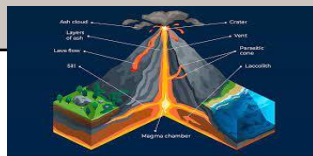
Children investigate what area means by dividing shapes into squares and counting. They explore the most efficient method of counting squares and link this to their understanding of squares and rectangles.

Fractions

Children compare two fractions before moving on to finding more than one equivalent fraction on a fraction wall. Children continue to understand equivalence through diagrams. They move onto using proportional reasoning to find equivalent fractions.

Children learn to add and subtract fractions with the same denominator. Children use their knowledge of finding unit fractions of a quantity, to find non-unit fractions of a quantity. They progress to solving more complex problems for fractions of a quantity.

Geography



Our Active Earth

Location.

Locate the some of the world's volcanoes, mountain ranges and earthquake zones using maps to focus on Europe and North and South America and Asia. Use maps, atlases, globes and digital/computer mapping to locate these zones and describe features studied.

Physical Geography.

Describe and understand key aspects of physical geography, of volcanoes, earthquakes and mountain ranges.

Focus on the compositional layers of the Earth and their interaction. The interaction of plate tectonics and mantle plumes and hotspots as instigators for earthquakes and the formation of Volcanoes and mountain ranges.

Human Geography.

Human geography, including: types of settlement and land use around areas affected by volcanoes and earthquakes including trade links, and the distribution of natural resources including energy, food, minerals and water.

Computing

Photo editing and manipulation of visual media.

E-safety. Unplugged computing. Computer skills, word processing and presentations. Health, well-being and lifestyle Learning about creating a balance between time spent on computer based media and real life activities.

Year 4 Spring 1

Our World - Geography

Science

Sound.

A sound produces vibrations which travel through a medium from the source to our ears. Different mediums such as solids, liquids and gases can carry sound, but sound cannot travel through a vacuum (an area empty of matter). The vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound.

The loudness (volume) of the sound depends on the strength (size) of vibrations which decreases as they travel through the medium. Therefore, sounds decrease in volume as you move away from the source. A sound insulator is a material which blocks sound effectively.

Pitch is the highness or lowness of a sound and is affected by features of objects producing the sounds. For example, smaller objects usually produce higher pitched sounds.

Music



Sing in tune with expression and sense of phrase, showing control in voice and use voice or an instrument to maintain a simple part. Play notes on instruments with care so they sound clear. Learn to play different notes on a recorder. Perform with control and awareness of what others in the group are singing or playing.

D&T/Art

Use units on structures and food technology to develop a clear idea of what has to be done to design and create a product, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Working with tools, equipment, materials and components to make quality products (inc-food)

PSHE

How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Health, well-being and lifestyle – Recognise how to make informed decisions about health and the elements of a balanced healthy lifestyle.

PE



Focussed exercise on fitness themes including yoga. Gymnastics. Developing linked movements. Evaluating own performances to look to improve performing gymnastic exercises.