CURRICULUM SUMMARY

Term: Spring 2

Year Group: 4

Class Teacher:

Mrs Morgan

To love, serve and learn as Jesus shows us

Year Group: 4 **Term: Spring 2**

Subject: English

Iron Man (Continued)
Author: Ted Hughes

Final writing Outcome:	Narrative: suspense
Incidental pieces of writing:	Poetry, advert, character description

Flotsam
David Wiesner

Final writing Outcome:	Fiction: Letters (informal)
Incidental pieces of writing:	Narrative (mystery stories), setting descriptions, narrative (retelling), non-Chronological reports

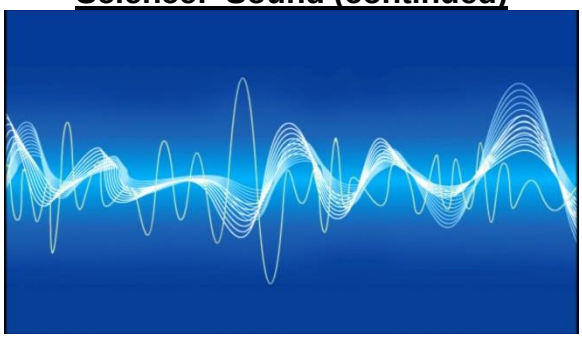
Success Criteria	
Continuous skills	
Vocabulary, grammar and punctuation	• Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't). • Punctuation at Y3 standard is used correctly. • Uses dictionaries efficiently • Write from memory sentences dictated by the teacher, that include words and punctuation included in the Y3/4 word list • Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures • Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.
Composition	• Plan using features of the given form. • Plan, draft and orally rehearse writing, including selecting vocabulary and phrases, to engage and interest the reader. • Make appropriate additions, revisions and corrections when proof-reading. • Use paragraphs to organise information and ideas around theme. • Use paragraphs to organise and sequence more extended narrative structures.
Transcription (Spelling)	• Mostly accurate spelling of words from the year 3 /4 wordlist • The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 are mostly accurate. • Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im- , ir-, il-, re-, sub-, inter-) • Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4)
Handwriting and presentation	• Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency
Differentiated focus skills	
• Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was). • Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker). • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum) • Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some) • Accurate use of inverted commas in two character conversations. • Some accurate use of possessive apostrophes for plural nouns (e.g. girls', boys', babies'). • Mostly accurate use of apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat).	

Year Group:4 **Term: Spring 2**

Subject: Mathematics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number – multiplication and division</u> Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.			<u>Measurement-Area</u> Find the area of rectilinear shapes by counting squares.	<u>Fractions</u> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator.				<u>Decimals</u> Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths **<u>Solve simple measure</u>** and money **<u>problems involving fractions and decimals to two decimal places.</u>** Convert between different units of measure [for example, kilometre to metre]			Consolidation

Year 3/4 : Spring 2
Science: Sound (continued)



In this topic the children will explore how sound is made and whether different materials affect how sound travels and is heard. The children will explore sound length and pitch.

Learning Outcomes		
Can I explain that sounds are made when other objects vibrate? Can I explain whether sound can travel through different materials? Can I explore the relationship between distance and volume? Can I explore materials that prevent sound vibrations reaching the ear? Can I investigate how sounds can have different pitches and volumes? Can I explore how the length, tightness and thickness of an object affects its pitch? Can I find out how sounds can be made by air vibrating?		
Scientific Skills:	**Learning skills:**	**Core Vocabulary:**
Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.	Pitch, sound, vibration, ear, sound waves, distance, volume, length, thickness, tightness, objects, air, materials.
English links:	**Maths links:**	**Other curriculum links:**
Flotsam: Rivers and lakes.	Statistics	Geography: Rivers Residential trip: The River Mersey

Year 3/4 : Spring 2
Science: Electricity

In this topic the children will explore how electricity is generated and why electricity is important. The children will create simple circuits and identify conductors.

The Big Question…		
Do we need electricity?		
Learning Outcomes		
Can I explain ways that electricity is generated? Can I identify electrical appliances and the types of electricity they use? Can I research the dangers associated with electricity in the home? Can I construct a simple circuit, identifying the basic parts and to label a diagram of the circuit? Can I predict if different 'circuit' layouts will light a bulb? Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit? Can I identify some common conductors and insulators? Can I explain how a switch works and why they are needed?		
Scientific Skills:	**Learning skills:**	**Core Vocabulary:**
identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors	To be able to explain what I know about electricity. To be able to explain where electricity comes from. To be able to identify electrical appliances and non-electrical appliances. To be able to sort appliances based on whether they use mains or battery power. To be able to identify electrical materials and components required for a buzzer to sound or a bulb to light.	Electricity, generated, conductor, component, appliance, mains, battery powered, electrical energy, chemical energy, switch, lamp, circuit, insulator,
English links:	**Maths links:**	**Other curriculum links:**
Flotsam – electrical cameras	Statistics	DT: Electricity

Year 3/4: Spring 2 (continued)
Geography: our European Neighbours

In this topic we will look at the Europe in depth, exploring the countries located within it and their human and physical features. We will also identify and compare cities.

The Big Question…		
Would you like to go on a tour of Europe?		
Learning Outcomes		
Can I locate Europe on a map? Can I identify and locate countries in Europe? Can I describe the features of countries? Can I identify cities within Europe? Can I compare two European cities? Can I explore the human and physical features of a country in Europe?		
Geographical Skills:	**Learning skills:**	**Core Vocabulary:**
Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries, and major cities. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied	To be able to locate Europe on a world map and find out about its features. To be able to identify and locate countries in Europe To be able to identify European countries according to their features To be able to identify the major capital cities of Europe. To be able to compare two European capital cities. To find out about the human and physical features of a European country.	Seas, continents, oceans, population, cities, Europe, Atlas, features, country, city, compare, Landmarks, rivers, currency, human, physical,
English links:	**Maths links:**	**Other curriculum links:**
Gulliver' Travels Iron Man	Money Shape Measurement.	Spanish: culture and climate Art: famous artists History: Historical dates and facts