



CURRICULUM SUMMARY

Term: Spring 1

Year Group: 4

Class Teacher:
Mrs Morgan

To love, serve and learn as Jesus shows us



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Medium Term Planning for Writing

<u>Year Group:</u>	4	<u>Class Teacher:</u>	Mrs Morgan
<u>Academic Year:</u>	2019/2020	<u>Term:</u>	Spring 1

Iron Man

Author: Ted Hughes

<u>Final writing Outcome:</u>	Narrative: suspense
<u>Incidental pieces of writing:</u>	Poetry, advert, character description

<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> • 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.
<u>Composition</u>	<ul style="list-style-type: none"> • 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.
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> • 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)
<u>Handwriting and presentation</u>	<ul style="list-style-type: none"> • Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency

Differentiated focus skills

ARE

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).

Create setting, characters and plot in narrative writing including: using details to build character descriptions and evoke a response; developing settings using adjectives and figurative language to evoke time, place and mood.



Year Group:4

Term: Spring 1

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
Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter	Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation
Summer	Number: Decimals		Measurement: Money		Measurement: Time	Statistics		Geometry: Properties of Shape			Geometry: Position and Direction	Consolidation

Year 3/4 : Spring 1
Science: Sound



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.

The Big Question...

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:

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

Learning skills:

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.

Core Vocabulary:

Pitch, sound, vibration, ear, sound waves, distance, volume, length, thickness, tightness, objects, air, materials.

English links:

Flotsam: Rivers and lakes.

Maths links:

Statistics

Other curriculum links:

Geography: Rivers
 Residential trip: The River Mersey

Year 3/4: Spring 1
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...

Are we still a part 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:

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

Learning skills:

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.

Core Vocabulary:

Seas, continents, oceans, population, cities, Europe, Atlas, features, country, city, compare, Landmarks, rivers, currency, human, physical,

English links:

Gulliver' Travels
Iron Man

Maths links:

Money, shape, measurement.

Other curriculum links:

Spanish: culture and climate.
Art: famous artists.
History: Historical dates and facts.