



Year 4 Curriculum Spring Term 1 2022

We thought you would find it useful to have a clear idea about the skills and vocabulary your child will be learning this term. The information below is, of course, only a starting point, and they will learn much more than we have written down!

Key Learning: English and maths

Reading	Writing	Maths
<ul style="list-style-type: none">• Discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• Asking questions to improve their understanding of a text.• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<ul style="list-style-type: none">• Create settings, characters and plots.• Organising paragraphs around a theme.• Assessing the effectiveness of their own and others' writing.• Progressively build a varied and rich vocabulary and an increasing range of sentence structures.	<ul style="list-style-type: none">• Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.• Find the area of rectilinear shapes by counting squares.• Recognise and show, using diagrams, families of common equivalent fractions.

Spellings

Teachers teach a range of spelling strategies to the children during the term. Children will be challenged by spellings at their level and the teachers teach the spelling and the meanings of the year 3 and 4 statutory word list. Teachers will use a range of methods to assess whether the words can be spelt, and they can be used in the correct context. Children will not have word lists sent home to be learnt for a test unless this is part of a individual plan linked to the needs of that child.

Whole Class Guided Reading

Rumblestar - Abi Elphinstone

Sports People Stories

Muhammad Ali

Simone Biles

Venus and Serena Williams

The Firework Maker's Daughter by Phillip Pullman

The Story of the Chinese Zodiac



Spring Term 1 Key Vocabulary and Skills

This is a brief overview of some of the vocabulary the children will learn this half term. It is the minimum we expect all of the children to know and understand well by the end of this half term.

Science – Sound

Vocabulary	Skills
Sound – Sound is created when something vibrates and sends waves of energy into our ears. Pitch – Pitch is the quality of a sound. Depending on how fast or slowly something vibrates a sound's pitch will be high or low. Vibration - waves of sound Medium - it is something that sound can travel through such as gas, liquid or a solid	Use 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. Reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Geography – Locational Knowledge - Name and locate the counties and cities of the UK, key topographical features including hills, mountains, coasts and rivers

Vocabulary	Skills
Topographical – a survey or a map which relates to a physical area of land Hill – an area of land that is higher than the land around it Mountain – taller than a hill; usually has steep sides and a peak Coasts – an area where the land meets a sea or ocean River – a large, natural stream of fresh water flowing across the land	Develop contextual knowledge of the location of globally significant places



PE - Dance

Vocabulary	Skills
Choreography – the way a dance is structured. Contemporary Dance - a style of dance which focuses on experimentation and creativity Dynamics – how a movement is performed Improvisation – creating a dance movement without any planning. Phrase – 2 or more movements often using an 8 count to music.	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Beginning to vary dynamics and develop actions and motifs.

Art – Painting Still Life

Vocabulary	Skills
still life - A specific type of visual artwork representing one or more inanimate object Composition - The overall placement and organization of elements in a work of art, as well as the interrelationships between individual elements Background - The part of the picture plane that seems to be farthest from the viewer. Foreground - part of a two-dimensional artwork that appears to be nearer the viewer or in the “front” of the image. middle ground - Area of a two-dimensional work of art between the foreground (closest to the front) and background (furthest receded).	Use sketchbooks to record observations and use them to review and revisit Paint pictures, including still life, using acrylics and watercolours. Learn about a great painter

RSHE (Relationships Sex and Health Education), 1 Decision and No Outsiders

This half term the children will be using our 1 Decision programme to learn about Being Responsible. They will discuss the text ‘Dogs Don’t Do Ballet’ from the No Outsiders scheme.
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Home Learning

We would like the children to focus on reading and maths as part of their home learning this year. They should be reading as often as possible, but at least 3 times a week. This should be independent, shared with an adult or being read to by an adult. Usually, they will be reading their Accelerated Reader book, which they can then quiz on in school, but it may also be reading magazines, comics, instructions or online items.

In maths the children will be expected to complete the online learning set by their teacher. For this half term this will be continuing with TTRockstars, which the children have been using in class. They should spend 20-30 minutes on this each week. This is an important part of supporting the children with learning tables as they move towards the National Multiplication Tables Check later in year 4.

If you are having problems with any online learning, including access, please contact your child’s teacher.