**Year 4 Curriculum Spring Term 2020**

We thought you would find it useful to have a clear idea about the skills and vocabulary your child has been learning since we came back after Christmas, and to have some information about the rest of the spring 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**

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| **Reading** | **Writing** | **Maths** |
| Develop positive attitudes to reading by:   * Listening to a wide range of poetry and fiction * Identifying how language and structure contribute to meaning * Recognise some different forms of poetry * Participate in discussions about books that are read to them and those that read for themselves * Use dictionaries to check the meanings of words they have read   Retrieve and record information from non-fiction books  Understand what they have read by checking the text makes sense to them, asking questions about it, and explaining the meanings of words in context | Draft and write by composing and rehearsing sentences orally and building a rich and varied vocabulary  Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear  Plan their writing by discussing similar writing and discussing and recording ideas  Proof-read for spelling and punctuation errors | Recall and use multiplication and division facts up to 12x12  Multiply and divide 2-digit and 3-digit numbers by a single digit using a formal written layout  Solve problems involving multiplying and adding  Find the area of shapes by counting squares  Recognise and show families of common equivalent fractions  Count up and down in hundredths  Solve problems involving fractions, including adding and subtracting fractions |

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| **Spellings** | **Whole Class Guided Reading** |
| Imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, recent, regular, reign, remember, sentence, separate, special, straight, strange | Comprehension activities linked to ‘The Boy at the Back of the Class (Onjali Q Rauf) |

**Online Safety**

Google’s ‘Internet Champions’ programme

**Spring Term Key Vocabulary and Skills**

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

**Art - Painting**

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| **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 |

**RE** How and why do people mark the significant events of life?

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| **Vocabulary** | **Skills** |
| **Milestone** - a significant stage or event in someone’s life  **Ceremony -** a formal religious or public occasion, celebrating a particular event or achievement  **Commitment** - strong belief in something/a promise/dedication  **Baptism** - a Christian ceremony when a person becomes a member of the Church  **Marriage** - a ceremony where two people promise to spend their lives together | Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones  Make links between ideas of love, commitment and promises in religious and non-religious ceremonies  Give good reasons why they think ceremonies of commitment are or are not valuable today |

**Human and Physical Geography**

*Locational Knowledge*

World Countries. Use maps to develop knowledge of where the countries of Europe, including Russia, and North and South America are in relation to each other.

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| **Vocabulary** | **Skills** |
| Continent – a large area of land that consists of several countries  City – a large town  Country – an area that the world is divided into, covering a particular area of land  Global – happens in all parts of the world  Ocean – is the sea | Develop contextual knowledge of the location of globally significant places |

**Music**

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| **Vocabulary** | **Skills** |
| Prepare and perform in the Y4 Production | Play and perform in an ensemble using their voices and playing musical instruments |

**PE - Dance**

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| **Vocabulary** | **Skills** |
| Dance  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. |

**Science** - Sound

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| **Vocabulary** | **Skills** |
| **Sound –** sound is created when something vibrates and sends waves of energy into our ears  **Pitch –** the quality of sound. Depending on how fast or slowly something vibrates a sound’s pitch can be high or low  **Vibration** – waves of sound  **Medium** – something that sound can travel through such as a gas, liquid or solid | Use data in a variety of ways in answering questions  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables  Report on findings from enquiries using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |

**Science – Animals Including Humans**

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| **Vocabulary** | **Skills** |
| **Senses** – the body’s five senses are hearing, sight, smell, touch and taste.  **Molars** - Molars (and pre-molars) are teeth used for grinding and crushing food.  **Canines** - Canines are teeth used for tearing and ripping food.  **digestive system** - The digestive system is made up of all the organs that help the body break down and process the food we eat.  **Incisors** - Incisors are teeth used for biting and cutting food.  food web - A food web is a set of linked food chains  **Consumer** - Within a food chain, a consumer consumes a producer (usually a plant) or another consumer by eating it.  **Producer** - Within a food chain, a producer is usually a green plant. It passes energy on to a consumer.  **food chain** - A food chain is a diagram that shows us how animals are linked by what they eat. | Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes.  Using straightforward scientific evidence to answer questions or to support their findings.  Begin to look for naturally occurring patterns and relationships.  Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. |

**Home Learning**

We would like all children to read their Accelerated Reader book as often as they can, but at least three times a week for about 20 minutes a time. They need to learn their spellings (their teacher will let you know which ones each week). We would also like them to spend time practising their maths skills using Mathletics and TTRockstars.