

**As readers and writers we will:**

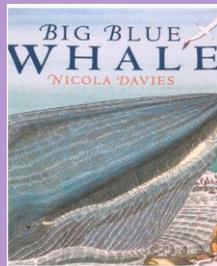
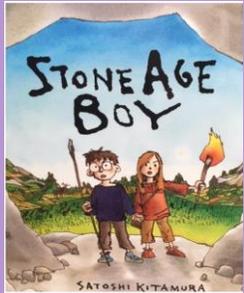
Study 'Stone Age Boy' by Satoshi Kitamura and use this text to learn to:

- Form nouns with a range of prefixes
- Use present and past tenses correctly and consistently including progressive and present perfect forms
- Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)
- Group related ideas into paragraphs

Study 'Big Blue Whale' by Nicola Davies and use this text to learn to:

- Use adverbs to express time, place and cause
- Build an increasing range of sentence structures
- Use headings and subheadings to aid presentation
- Assess the effectiveness of own and others' writing

**Book we will read together:**



**In PE we will:**

- Develop flexibility, strength, technique, control and balance through athletics and gymnastics.
- Take part in outdoor and adventurous activity challenges both individually and within a team.

# Y4 Curriculum Spring Term Cycle 1



**As linguists we will:**

- Understand the vocabulary used for food in French.
- Use French verbs in the correct context.

**As mathematicians we will:**

- Recognise and use factor pairs and commutativity in mental calculations
- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding
- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators
- Recognise and show, using diagrams, families of common equivalent fractions
- Add and subtract fractions with the same denominator

**As scientists we will:**

- Identify solids, liquids and gases using their properties.
- Describe melting, freezing, condensing and evaporating.
- Describe the different stages of the water cycle.
- Describe how temperature affects the rate of evaporation and therefore the water cycle.
- 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.

### As geographers we will:

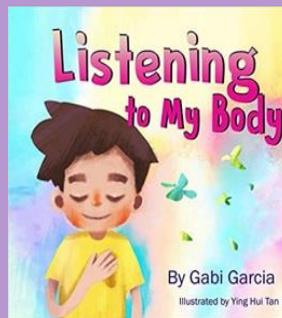
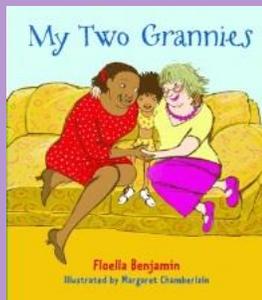
- Locate some cities in the UK.
- Describe the difference between villages, towns and cities.
- Identify features on an OS map using the legend.
- Follow a route on an OS map.
- Locate some geographical regions in the UK.
- Describe the location of New Delhi.
- Identify some human and physical features in New Delhi.
- State some similarities and differences between land use and features in New Delhi and the local area.
- Describe a biome and give an example.
- Name and describe the four layers of tropical rainforests.
- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- Name one way in which the Amazon is changing.
- Use a variety of data collection methods with support.

### As historians we will we will:

- Understand that prehistory was a long time ago.
- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence.
- Explain the limitations of archaeological evidence.
- Use artefacts to make deductions about the Amesbury Archer's life.
- Identify gaps in their knowledge of the Bronze Age.
- Explain how bronze was better than stone and how it transformed farming.
- Explain how trade increased during the Iron Age and why coins were needed.
- Identify changes and continuities between the Neolithic and Iron Age periods.
- Explain which period they would prefer to have lived in, providing evidence for their choice.

### As citizens we will we will:

- Understand my rights and responsibilities as a citizen of my country and as a member of my school.



### As designers we will:

- Use a cross-stitch to join two pieces of fabric together.
- Design and cut the template for a cushion.
- Use cross-stitch and appliqué to decorate a cushion face.
- Make a cushion that includes appliqué and cross-stitch.

### As computer users we will:

- Use most of the tabs (e.g. insert, pages, themes) on Google Sites on their website.
- Create a clear plan for their web page and begin to create it.
- Create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from.
- Create a clear plan by referring back to their checklist.
- Create four web pages with a range of features on their website.
- Add text between the heading and paragraph tags.
- Easily activate the goggles to investigate a web page.
- Explain how they altered the HTML to create their own posters.
- Change the colours and sizes of their object elements. Explain how they created their story.
- Adapt the basic elements of a story within a web page using the 'Inspect Elements' tool.
- Change an image within a web page and create their own news story, replacing the text and images of a webpage.