

### As readers and writers we will:

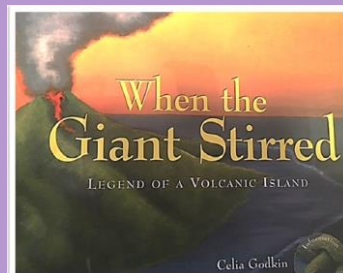
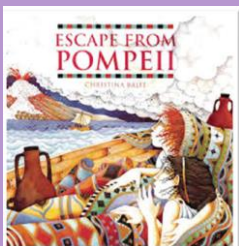
**Study 'Escape from Pompeii' by Christina Balit and use this text to learn to:**

- Use present and past tenses correctly and consistently including the progressive form and the present perfect form
- Group related ideas into paragraphs
- Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)

**Study 'When the Giant Stirred' by Celia Godkin and use this text to learn to:**

- Build an increasing range of sentence structures
- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use and punctuate direct speech
- Use commas

### Book we will read together:



### As linguists we will:

- Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.
- Identify a person correctly from a description of their hair and eye colour.
- Place word cards in the correct order, with the adjectives following the noun.
- Compose a spoken sentence to describe a friend.
- Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.

# Y4 Curriculum Spring Term Cycle 2



### In PE we will:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns

### As mathematicians we will:

- Learn how to find and use factor pairs
- Learn how to multiply a number using the written method
- Learn how to multiply and divide numbers in our heads
- Find the remainder when a number is divided
- Convert between kilometres and metres
- Find perimeters of shapes Work out missing lengths
- Find solutions involving perimeter
- Look at fractions that are greater than 1
- Convert between mixed numbers and improper fractions
- Identify equivalent fractions
- Simplify fractions
- Learn to add and subtract fractions with the same denominator
- Learn to subtract a fraction from a whole number
- Understand how to find a fraction of an amount
- Learn about the decimal point, and tenths and hundredths

### 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:

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data.

### In RE we will:

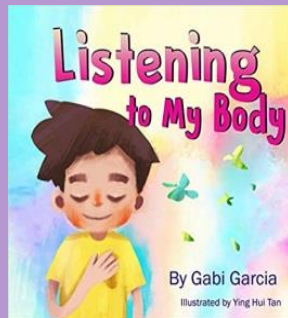
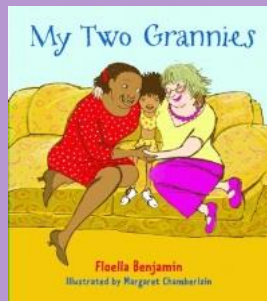
- Identify some beliefs about God in Islam, expressed in Surah 1
- Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshiping; how Muslims submit to God)
- Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims

### As historians we will we will:

- Make observations and deductions from sources.
- Suggest how children's lives have changed.
- Explain why children needed to work.
- Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- Use sources to identify leisure activities and compare them over time.
- Identify diseases from the past and discuss how effective the treatments were.

### 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 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.
- Recognise the role of HTML in a web page.
- Add text between the heading and paragraph tags.
- Explore a web page using the inspect tool.
- Explain how they altered the HTML to create their posters.
- Alter the basic elements within a web page using the inspect tool.
- Replace the text and images in a webpage.

### As designers we will:

- Explain that fruits and vegetables grow in different countries based on their climates.
- Understand that seasonal fruits and vegetables grow in a given season.
- Understand that eating seasonal fruit and vegetables positively affects the environment.
- Design a tart recipe using seasonal ingredients.

### As musicians we will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians