



Year 4 – Spring 1

ect:	Unit: (Destination question, key learning)	Key Vocab:	At Home:	Educational Visits: (where appropriate)
Maths	<p>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.</p> <p>Arithmetic Seven times tables and patterns</p> <ul style="list-style-type: none"> Pupils represent counting in sevens as the 7 times table Pupils explain the relationship between adjacent multiples of seven Pupils use their knowledge of the 7 times table to solve problems Pupils identify patterns of odd and even numbers in the times tables Pupils represent a square number Pupils use knowledge of divisibility rules to solve problems <p>Understanding and manipulating multiplicative relationships.</p> <ul style="list-style-type: none"> Pupils explain what each factor represents in a multiplication equation Pupils explain how each part of a multiplication and division equation relates to a story Pupils explain where zero can be part of a multiplication or division expression and the impact it has Pupils represent multiplications in different ways Pupils explain which is the most efficient factor to partition to solve a multiplication problem Pupils use knowledge of distributive law to solve two part addition and subtraction problems, efficiently Pupils understand and explain the laws of multiplying and dividing by 10 and 100. 	<p>Odd Even Multiples Product Factor Square number Divide Multiply</p> <p>Factor Product Divide Multiply Partition Zero Dividend Quotient</p>	<p>Hit the button Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</p> <p>Maths frame mathsframe.co.uk/en/resources/category/22/most-popular</p> <p>Times tables Multiplication Tables Check - 2023 - Timestables.co.uk</p>	

English	<p>If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.</p> <p>Fiction Text: 'Leon and the place between' (based on book by Angela McAllister) Focus: dialogue, including correct grammar for dialogue.</p> <p>Non-fiction text: 'Boy, Box, Baffled' (based on book by Angela McAllister) Focus: journalistic writing</p> <p>Guided reading novel: How to train your dragon by Cressida Cowell</p>	<p>Dialogue Speech marks Inverted commas Adverbs</p>	<p>How to structure and punctuate direct speech in fiction - BBC Bitesize</p>	
Science	<p>Materials: States of matter</p> <p>To know:</p> <ul style="list-style-type: none"> • That all substances around us can exist as solids, liquids and gases. • That a property of a solid is that it keeps its shape unless a force is applied to it. • That a property of a liquid is that it can flow freely and take on the shape of a container. • That a property of a gas is that it does not have a fixed shape and can escape from an unsealed container. • That heating causes solids to turn into liquids (melting) and liquids to turn into gases (evaporating). • That cooling causes gases to turn into liquids (condensing) and liquids to turn into solids (freezing). • That water can exist as a solid, a liquid or a gas. • That the melting point of water is zero degrees Celsius and the boiling point of water is 100 degrees Celsius. • That water flows around the world in a continuous process called the water cycle. • That in the water cycle, evaporation is when bodies of water are heated and turn into water vapour. • That in the water cycle, condensation is the process of water vapour cooling to form water droplets in clouds, which can result in precipitation. • That the rate of evaporation increases as temperature rises. <p>Working Scientifically: Posing questions</p>	<p>boiling point climate change compress condensation condensing condensing point drought evaporating evaporation rate flood force freezing freezing point gas gaseous liquid matter melting melting point precipitation rate solid state steam temperature thermometer the water cycle volume water vapour</p>	<p>Bitesize: States of matter - Year 4 Science - BBC Bitesize</p>	

	<ul style="list-style-type: none"> Considering what makes a testable question. Measuring <ul style="list-style-type: none"> Using standard units to measure and compare. Using measuring equipment with increasing accuracy. Recording <ul style="list-style-type: none"> Drawing in 2D to produce simple line diagrams. Labelling diagrams with more scientific vocabulary. Researching <ul style="list-style-type: none"> Gathering specific information from a variety of sources. Analysing and drawing conclusions <ul style="list-style-type: none"> Beginning to use identified patterns to predict new values or trends. Writing a conclusion to summarise findings using simple scientific vocabulary. 			
RE	<p>Islam (Ramadan/Eid) RE Day</p> <p>How does 'ibadah' (worship) show what's important to Muslims?</p> <p>Christianity (Easter) RE day</p> <p>For Christians, is communion a celebration, or an act of remembrance?</p> <p>RE day Buddhism</p>			
Geography	<p>Where does out food come from?</p> <p>Key outcomes:</p> <ul style="list-style-type: none"> Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. 	<p>air freight</p> <p>carbon footprint</p> <p>consume</p> <p>distribution</p> <p>export</p> <p>fertiliser</p> <p>food bank</p> <p>food miles</p> <p>grant</p> <p>import</p> <p>pesticides</p> <p>produce</p> <p>qualitative</p> <p>quantitative</p>		

	<ul style="list-style-type: none"> Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected. 	reliability responsible trade sample size scale bar seasonal food source sustainability trade trend		
DT	<p>Mechanical systems - Making a slingshot car</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that all moving things have kinetic energy. To understand that kinetic energy is the energy that something (object/person) has by being in motion. To know that air resistance is the level of drag on an object as it is forced through the air. To understand that the shape of a moving object will affect how it moves due to air resistance. <p>Cooking and nutrition - Adapting a recipe</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> That the amount of an ingredient in a recipe is known as the 'quantity'. That safety and hygiene are important when cooking. The following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping. The importance of budgeting while planning ingredients for a recipe. That products often have a target audience. 	chassis energy kinetic mechanism air resistance design structure graphics research model template adapt addition appearance budget buttery combine comment compare construct cream crunchy cuboid cut design evaluate fold hygiene ingredients layout market research modify		

		multiplication opinion pounds sieve sift target audience taste texture unique wooden spoon		
Music	Musical structures: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B \flat Key question: How does music bring us together?			
PE	Gymnastics Tag rugby Swimming			
Forest School	This term there will be a focus on: <ul style="list-style-type: none"> • Fire skills and safety • Independence • Risk awareness • Teambuilding • Outside Safety • Social skills 			