



YEAR 4

CURRICULUM LEAFLET

EXPLORE—SPRING 1

Global Goals 16 & 8



READING

Children will begin to read Varjak Paw by SF Said in Destination Reader. In lessons, we will be learning how to use different strategies, such as inference and prediction skills. We will also learn a range of comprehension skills. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



WRITING

In Writing, we will explore the text *FARther* by **Grahame Baker-Smith**. We will start by introducing the concept of dreams and how important they are in our lives. Pupils will explore the text through a range of activities that include explicit grammar teaching and finish by writing a longer story about an adventure in a sequel to the text.

Pupils will also explore *Until I Met Dudley* by **Roger McGough and Chris Riddell**. They will write a range of outcomes, including explanation texts and letters.



MATHS

Securing multiplication facts:

- Recall multiplication facts up to 12 x 12.

Fractions:

- Interpreting fractions in different ways
- Understanding mixed numbers and improper fractions
- Adding and subtracting with the same denominator
- Solving problems involving fractions of a quantity

Time:

- Understanding and using clocks
- Understanding relationships between units of time
- Solving problems involving time.

RE/ PSHE

RE: Christianity

We will be learning about Christianity, by answering the question 'How is the Bible important for Christians today?'

PSHE: Safety and the changing body

Pupils who are secure will be able to:

Understand the reasons for legal age restrictions. Understand how quickly information can spread on the internet.

Understand the changes they have already gone through and aware of some changes to come.

Understand that they will change physically as they develop into adults.

PE/ SPANISH

PE: OAA

Our PE sessions will be every Monday and Tuesdays. Pupils will be taking part in Outdoor Adventurous Activities (OAA). Please ensure children wear their PE kits on these days.

Spanish:

Pupils will be learning about Shapes and colours, prepositions of place and respond to photos.

COMPUTING/ MUSIC

Computing: Data Handling—Investigating weather

Pupils will begin to research and store data using spreadsheets; design a weather station that gathers and records data; learn how weather forecasts are made and use green screen technology to present a weather forecast.

Music: Stop!

Pupils will begin to write lyrics linked to a Theme.

ART/ DT

Art: Sculpture & 3D: Mega Materials

Pupils who are secure will be able to:

Use familiar shapes to create simple 3D drawings and describe the shapes they use. Transfer a drawn idea successfully to a soap carving. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. Describe how their work has been influenced by the work of El Anatsui.

DT: Structures: Pavilions

Pupils who are secure will be able to:

Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure.



YEAR 4

GEOGRAPHY

SPRING 1

RIVERS

PRIOR KNOWLEDGE

Previously in Reception:

- **Understanding the World:** At Sea – Car- ing for our planet (Trip to the Seaside)

Previously in Year 1:

- **Weather Patterns** - *Where does water come from?*

Previously in Year 3:

- **Water, Weather and Climate-** *What the water cycle is.*
- **Mountains, Volcanoes and Earthquakes** —*What are tectonic plates?*

NEW KNOWLEDGE

During this unit, I will learn about:

- Where are the world's rivers?
- How do rivers shape the land?
- What landforms can a river create? (I)
- Why are rivers important to people?
- What happens when a river floods?

KEY IDEAS AND VOCABULARY

Children will learn about rivers and how they are formed.

River	A flow of fresh water across the land
Landscape	A part of the Earth's surface.
Lake	A large are of water, surrounded by land.
Sea	An area of salt water.
Ocean	A large area of sea. There are five oceans: Atlantic; Pacific; India; Arctic; Southern.
Source	The start of a river.
Mouth	The end of a river, where it enters a lake, sea or ocean.
Erosion	The wearing away of the Earth's surface.
Transportation	The movement of sediment (material).
Sediment	Natural material that is carried and deposited by a river.
Deposition	The dropping of the river.
Riverbed	The bottom of the river.
River banks	The sides of the river.
Landform	A feature on the Earth's surface that is part of the land.
Tributary	A small river that flows into a larger river.
Agriculture	Farming (growing crops, such as cereals, fruits and vegetables).

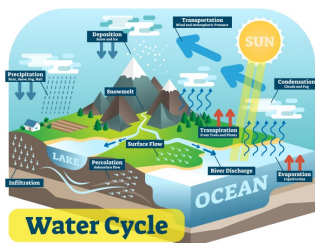
FUTURE KNOWLEDGE

Later in Year 5:

- **Geography:** Biomes—Ocean currents affect the distribution of biomes.

Later in Year 6:

- **Geography:** Local Fieldwork— What do geographers do with their data?



GEOGRAPHICAL SKILLS AND FIELDWORK

During this unit, pupils will:

Locational knowledge

- identify physical characteristics, key topo- graphical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Human and physical geography

- describe and understand key aspects of physi- cal geography, including: rivers and the water cycle.



YEAR 4

SCIENCE

SPRING 1

LIGHT

PRIOR KNOWLEDGE

Previously in Reception:

- **Light and Dark**—introduced to shadows

Previously in Year 2:

- **Light**—introduced to light and how we can see
- **Space**—To learn about the sun

Previously in Year 3:

- **Plants**—what plants need to survive

NEW KNOWLEDGE

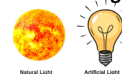
During this unit, I will learn about:

- What is light and where does it come from?
- What is reflection and how can we use it?
- What is refraction and how can we use it?
- How do we see light?
- Where do different colours come from?
- What are some uses of light?

KEY IDEAS AND VOCABULARY

Children will learn about light. We need light to see. Light can come from many different sources, such as the Sun, stars, torches, lamps and candles. Light travels faster than anything in the universe and it always travels in straight lines.

Sources of light



Objects that give off light (e.g. light bulbs, flames and the sun).

Luminous



A word that means gives off light

Darkness



A place that is lacking light

Light meter



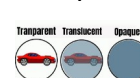
An instrument that measures the amount of light in a given place

Lux



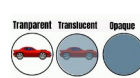
A measurement of amount of light

Transparent



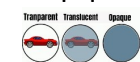
An object that allows all light to pass through it

Translucent



An object that allows some light to pass through it

Opaque



An object that allows no light to pass through it

FUTURE KNOWLEDGE

Later in Year 4:

- **Science:** Space

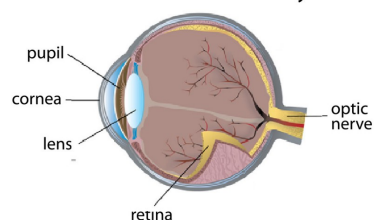
Later in Year 5:

- **Science: Electrical Circuits** —How to work a light bulb.

Later in Year 6:

- **Science:** Energy— light energy

Parts of the Human Eye



SCIENTIFIC ENQUIRY

During this unit, pupils will:

- Ask relevant questions.
- Complete a practical to investigate light and darkness through shadows
- Record results in a report using:
 - Charts
 - tables
 - Diagrams
- Make careful observations about how light travels using:
 - periscopes
 - lenses
- Use secondary sources to help draw a timeline showing when each light source first existed.
- Draw diagram to represent specular and diffuse reflection
- Complete a practical to show the effect of refraction
- Use research to find out a range of things e.g.
 - Which materials make effective conductors and insulators of electricity?