

YEAR 4 TERMLY PLAN

SPRING TERM 2019

ENGLISH:



Reading:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- using dictionaries and 1 pads to check the meaning of words that they have read
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Writing:

- Learn to plan, draft, evaluate and edit their writing.
- Organise writing into paragraphs
- Regular handwriting practice and presentation skills

SPAG:

- Revision of noun, noun phrases, adjective, verb, adverb, preposition, conjunction
- Revision of using exclamation and question marks
- Revision of vowels and consonants
- Introduce wider range of conjunctions: *when, if, because, although.*
- use fronted adverbials and commas after fronted adverbials
- Indicate possession by using the possessive apostrophe with plural nouns
- use and punctuate direct speech with inverted commas

Spelling:

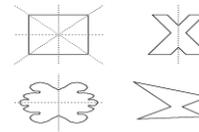
- Revision of spelling the common exception words for Years 3 and 4
- Introduce common exception words for Years 5 and 6
- Learn to spell homophones and near homophones

MATHS:



Revision of:

- Counting in multiples
- Place value
- Addition and Subtraction
- Problem Solving



New Topics:

- Multiplication
- Division
- Statistics
- Decimals
- Fractions
- Geometry

RE:



Local Church - Community

Life in the local Christian community

Eucharist - Relating: giving & receiving

Living in communion

Lent / Easter - Giving: self discipline

Celebrating growth to new life

SCIENCE: States of Matter



- I can compare and group materials together according to whether they are solids, liquids or gases.
- I can observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius.
- I can identify the part played by the evaporation in the water cycle and associate the rate of evaporation with temperature.

Sound



- **KNOWLEDGE:**
- I can identify how sounds are made associating them with something vibrating.
- I can recognise that vibrations from sounds travel through a material or substance to the ear.
- I can find patterns between the volume of a sound and the strength of vibrations that produced it.
- I can recognise that sound gets fainter as the distance from the sound source increases.
- **WORKING SCIENTIFICALLY:**
- Set up simple practical scientific enquiries, comparative and fair tests.
- Gather, record, classify and present data in a variety of ways to help answer a question.

COMPUTING: (taught by Mrs Nash)



- **Logo** - to draw shapes, create patterns, enter commands
- **Coding/E-safety** - Tynker online, Hour of Code materials. Cyber café - thinking about ourselves online

PE:

(taught by PE coach)

Netball



Hockey



HISTORY: The Anglo-Saxons

- Roman withdrawal from Britain in AD410 and the fall of the western Roman Empire
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion - Canterbury, Iona and Lindisfarne

ART: Linked to the topic of the Anglo-Saxons

- Anglo-Saxon clay pots, brooches and illuminated letters

FRENCH:



- Learn names for classroom objects.
- Colours
- Parts of the body
- Animals
- Simple reflexive verbs
- Rhyming vocabulary

MUSIC:



- *Linked to French objectives*

DT: Making Musical Instruments



- Design - research and develop design criteria.
- Make - select necessary tools and equipment.
- Select and use materials according to their functional properties and aesthetic qualities.
- Evaluate their product against their design criteria and consider how their work could be improved.

Dear Parents

It would be very helpful if your child could read up on the above topics by reading library books and completing research work on the internet.

Reading a wide variety of books at home is very important. Please make sure your child reads every evening and your child's reading record is filled in on daily basis. Your child should also be reading the allocated e books on Bug Club and answering the comprehension questions..

We will be continuing to learn up the twelve times tables off by heart. Your child should be able to recite each times table and answer quick fire questions on them. Your child should also be continuing to learn to spell the Y3/4 common exception words.

Thank you for your help.

Miss Hughes

