

## Maths

### Length and Perimeter

- Measure in km and m and equivalent lengths
- Perimeter on a grid
- Perimeter of rectangle and rectilinear shapes
- Finding missing lengths
- Calculate perimeter
- Perimeter of a regular polygon

### Fractions

- Understand the whole
- Count beyond 1
- Partition a mixed number
- Compare and order mixed numbers
- Understand improper fractions
- Convert mixed numbers to improper fractions
- Convert improper fractions to mixed numbers
- Equivalent fractions
- Add two or more fractions
- Add fractions and mixed numbers
- Subtract two fractions
- Subtract from whole amounts and mixed numbers

## English

Books – Anglo-Saxon Boy by Tony Bradman

Writing – Nikola Tesla and the Blue Umbrella

- Children will explore the characters in the story
- Understand how the decisions made by the character impact the plot
- Children will use their knowledge from their History topic of the Anglo-Saxons to support their Guided Reading.

### Grammar Focus

- Consolidation of capital letters and full stops
- Inverted commas
- Commas
- Exclamation marks and question mark
- Fronted adverbials
- Relative clause

## PE

### Handball

- To be able to throw and catch
- To be able to develop throwing and catching skills.
- To be able to pass and shoot.
- To be able to develop passing and shooting skills.
- To be able to move with and without the ball.
- To be able to move with and without the ball.

## French – Goldilocks and the three bears

- To learn and retain new vocabulary by improving reading skills using word cards from the familiar story Boucle d'or et les trois ours (Goldilocks & The Three Bears).
- To learn and retain new vocabulary using phrase cards of the story Boucle d'or et les trois ours
- To write their own Goldilocks story in French.

## Geography – Spain

- I can investigate places and themes at more than one scale.
- I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.
- I can locate places on large scale maps e.g. find UK or India on globe.
- I can use index and contents page within atlases.
- I can identify locations and discuss previously learnt.
- I can identify significant places and environments.
- I can locate the world's countries and use maps to focus on Europe.
- I can concentrate on the key physical and human geography in Spain.
- I can understand geographical similarities and differences between the United Kingdom and Spain.
- I can understand and explain key aspects of the physical geography and human geography of Spain.



Year 4– Spring 2  
This term our Topic is  
Spain



### RE – How and why do believers show their commitments during the journey of life?

- suggest some reasons why life is often described as a journey and express their own metaphors for life, giving their reasons
- use religious vocabulary to describe and explain why baptism and confirmation are important to some Christians
- use religious vocabulary to describe what happens in a ritual of belonging and say why it is important for young people from that religion
- describe the impact of ceremonies that mark important stages in people's lives
- make links to their own lives and the important stages and ceremonies that may mark these
- express their own responses to questions of meaning and purpose showing understanding of religious ideas and using a variety of media

## Design and Technology – Frida Kahlo

### Art/DT

- I can question and make thoughtful observations about starting points and select ideas to use in my work.
- I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- I can adapt my work according to my views and describe how I might develop it further.
- I can make informed choices in drawing including paper and media.
- I can explore relationships between line and tone, pattern and shape, line and texture.
- I make and match colours with increasing accuracy.
- I can use more specific colour language e.g. tint, tone, shade, hue.
- I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales
- I can investigate art, craft and design in the locality and in a variety of genres, styles and traditions

## Science – Biology Living things and their habitats

- I can sort living things in a variety of ways and give reasons
- I can use classification keys to identify and name living things.
- I can create a classification key and use it to identify, name and group living things.
- I can recognise that environments can change and that these changes can endanger living things.
- I can collect, record, sort and present data to answer scientific questions.
- I can use simple scientific language to record my findings.
- I can use drawings, labelled diagrams, keys, bar charts and tables to record my findings.

## Computing

### Data Logging

- I can explain what data is and how it can be collected.
- I can describe how data can be collected over time to answer questions.
- I can explain that computers can collect data from the real world using sensors.
- I can describe how data loggers collect data automatically at set times.
- I can open and explore a data file to find useful information.
- I can use collected data to answer a question and explain why data loggers are useful.

## Music:

### Charanga – Unit 4: Soul and Gospel

- Linked song: Lean on Me
- Listen and appraisal of the music
- Musical activities
- Performance of the song

## PSHE | Decision

### The Working World – Chores at Home



- Identify ways in which we can help those who look after us
- Explain the positive impact of our actions
- Describe the ways in which we can contribute to our home, school, and community
- Identify the skills we may need in our future job roles