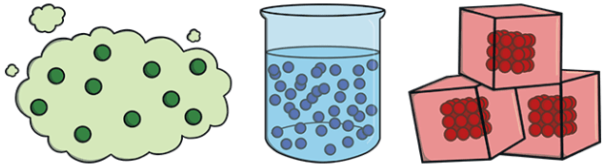
Curriculum Journey **Year 4 – Spring 1**

Areas of learning

As historians, we will learn about the Roman Empire and its impact on Britain at the time and the legacy it left.

As scientists, we will explore States of Matter

Within computing, we will develop our coding skills to designing, write and debug programs for specific goals







5Cs focus	
Care	We will look after our minds and bodies, listening to its needs through PSCHE, enhancing our personal relaxation and mediation skills.
Challenge	We will develop our understanding of emotions; what they feel like, look like and how to manage our own behaviour. We will learn that all emotions are valid.
Collaboration	Working together we will physically create a range of effective Roman battle formations ready for invasion
Courage	As coders, we will explore how to develop, debug and evaluate our very own multiplication game
Creativity	Using a range of apparatus and a variety of strategies to represent and visualise new maths in different ways

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td>Reading
As part of our English lessons, will be reading the following texts:
Once upon a raindrop: The story of water by James Carter
The Lion the Witch and the Wardrobe by C.S. Lewis
Group guided reading of a variety of differentiated texts
Some of the skills we will work on are:
Maintaining positive attitudes to reading and understanding of what is read and making links with themes, authors, genres by increasing familiarity with a wide range of books
Developing high quality vocabulary lists for us in independent work through English units and discussing words that capture their
interest and imagination within reading.
Understanding what we read, checking that it makes sense by talking to others about it, using inference skills and asking questions</td><td>Grammar
I can vary the position of the subordinate clause.
I can use conjunctions* to form adverbial complex sentences with correct comma use. E.g. As she came in, she waved. She waved as she came in.
Commas are used accurately:
in lists
before co-ordinating conjunctions
with fronted adverbials
with subordinating conjunctions
Apostrophes for possession and contraction
Spelling
Words with etymology ‘gram’
Words with etymology ‘c’ ‘sc’ sounds
Words with etymology ‘ch’ pronounced /k/
Words with etymology ‘gue’ and ‘que’</td></tr>
<tr><td>Writing
We will be writing:
An explanation of the water cycle based on our unit in Science
A narrative based on ‘The Lion, the witch and the wardrobe’
Some of the skills we will learn are:
Developing imagery within narrative writing and exploring fantasy story genre
Writing with an increasing sense of purpose and audience using some appropriate features.
I can use ambitious adverbs.
Improving the effect of their writing by making changes when editing (e.g. re-ordering sentences, adapting vocabulary, varying sentence structures, e.g. BANG!</td><td>Handwriting
Writes legibly and cursively with increasing fluency
Focus on attention to letter size and spacing.
Holds pen correctly with the correct pen grip with use of writing aids where necessary.
Introducing sloped writing
Parallel ascenders: al, ad, af
Size, proportion and spacing: ious
Size, proportion and spacing: able, ful
Size, proportion and spacing: fs, ves</td></tr>
</table>

MATHS

Number and Place Value

- Relationships between the 3, 6 and 9 times tables
- Divisibility rules for numbers divisible by 3, 6 and 9
- 7 times table and patterns
- Identifying patterns in times tables
- Square numbers
- Use divisibility rules to solve problems

Calculations - Multiplication and division

- Understand that multiplication is commutative (can be done in any order) but division is not.
- Understand that multiplication is distributive i.e. multiplication facts can be derived by partitioning factors.
- Apply the distributive law to solving two-step problems
- Use the distributive law to derive multiplication facts beyond known times tables
- Multiplying and dividing by 10 and 100

Continued focus on times tables instant recall using Mastering Number and TTRS

PSHE - Dreams and Goals

To identify and share my hopes and dreams
To understand that sometimes hopes and dreams do not come true
To reflect on positive and happy experiences to counteract disappointment
To know how to make a new plan and set new goals even if I have been disappointed
To identify steps needed to achieve a goal, and do this successfully within a group.
To identify the contributions made by myself and others' to the group's achievements .
Know how to share in the success of a group.

GEOGRAPHY – What makes Italy distinctive?

Locational knowledge

- (Revisit)To be able to locate Italy and Emilia Romagna region using a variety of maps

Place Knowledge

- To be able to understand similarities and differences in tourism, jobs and population between regions of Italy
- Compare and contrast life in Bologna and South-West London

Human and Physical Geography

- To know that the climate zone of the Emilia Romagna region of Italy is Mediterranean
- To be able to describe and understand key aspects of human geography including types of settlements
- Bologna is a city - the largest type of settlement, containing lots of buildings and lots of people.
- A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall
- A town is larger than a village, with lots of houses, primary and secondary schools.

Geographical skills and fieldwork
Identify features on aerial photographs
Begin to recognise symbols on an OS map
Locate places on large scale maps

Computing – Data Logging	RE - How and why do Hindus worship?
• to know that data gathered over time can be used to answer questions • to be able to use a digital device to collect data automatically • To know that a data logger collects "data points" from sensors over time • To understand how a computer can help us analyse data • To be able to identify the data needed to answer questions • To be able to use data from sensors to answer questions	**Hinduism –Important times, Worship at home and Puja** **Sacred Texts – Vedas, a collection of hymns praising the Vedic gods** • The 'Aum' symbol is a special sign for God • Hindus believe in a supreme God Brahman • Brahman is everywhere and there is a part of Brahman in everyone • Hindus worship God in many forms Brahma – the creator, Shiva – the destroyer, Vishnu – the preserver • Hindus have shrines in their homes which is a special place • To identify a special place for them and to say why it is special. • Puja is a form of Hindu worship • Learn about the actions in worship and their symbolic meanings • There is more than one Holy books for Hindus • The vedas is a collection of hymns I can identify and explain the significance of symbols in worship.
PE	
Gymnastics • To develop individual and partner balances. I can identify some muscle groups used in gymnastic activities. • To develop individual and partner balances. I can safely perform balances individually and with a partner. • To develop control in performing and landing rotation jumps. To develop control in performing and landing rotation jumps. I understand how body tension can improve the control and quality of my movements. • To develop the straight, barrel, forward and straddle roll. • To develop strength in inverted movements. • To be able to create a partner sequence to include apparatus. - Willingly undertake a range of roles within a group - Actively adapt rules to make games safe and fair, and to keep a game going - Support peers to improve performance - Demonstrate good leadership skills	**Tag Rugby** • To continue to develop throwing, catching and running with the ball. • To develop a clearer understanding of tagging rules and how teamwork can help to tag opponents. • To begin to use the 'forward pass' rule. **Sending & receiving:** know that the ball needs to be passed backward and supporting player needs to be behind the ball carrier. • To be able to identify a '2v1' opportunity. • To develop defending skills and use them in a game situation. • To apply the rules and skills you have learnt and play in an inter-school tag rugby match **Rules**: know and understand the rules to be able to manage our own game • Willingly undertake a range of roles within a group • Actively adapt rules to make games safe and fair, and to keep a game going • Support peers to improve performance • Demonstrate good leadership skills

SCIENCE Why do materials change state?	French
• Group materials based on their state of matter (solid, liquid, gas) • Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle Know that water (liquid) becomes solid (ice) at 0 and gas (water vapour) at 100. Know that boiling points and freezing points change for different liquids. Can briefly describe water cycle: sun evaporates water into vapour; water vapour cools and condenses into clouds; when these get heavy it rains; water goes back into seas, rivers and lakes. To ask relevant questions To use different types of scientific enquiries to answer questions To take accurate measurements using thermometers and data loggers	To be able to ask and answer: Quel est le mois de ton/ta anniversaire? Quel est le date de ton/ta anniversaire? To recognise the months of the year Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre novembre, décembre • To be able to read the months aloud using the right pronunciation. • To know the numbers from 1-31 • To be able to write key information about themselves using a word bank. My name is, I am…years old….my birthday is… • To know that in French months of the year do not have capital letters when they are written. • To know that 21 and 31 is 30 and 1 etc (Vingt-et-un) To start to understand the pattern of French numbers.