



# Year 4

Guide to  
Spring Term 1

2021





Our curriculum at Summerlea is creative and designed to forge links between the different areas of learning. Each topic we study is led by a big question to get us thinking. We have listed the **main** curriculum areas that will be addressed through each question and have given a brief outline of what we will be learning.

This term our driving question is...

## ***Rainforests: What's under the layers?***

The key drivers for this topic are **Geography** and **Science**.

**Geography:** We kick-start the spring term by immersing the children in a Rainforest environment. Throughout the term, children will discover where the Rainforest are in the world and investigate the different layers of it. We continue our learning with an exploration of tribes and the people who live in the Rainforest.



**Science:** In Science, we will be exploring living things and their habitats. We start the term by exploring the local environment to discover what can be found. The children then have the opportunity to explore habitats and begin to classify different animals. We conclude with researching a chosen animals characteristics and present our findings.

**Art:** In Art, we will be studying the works of Henri Rousseau. His piece '*Tiger in a tropical storm*' will be our focus whereby the children will replicate and explore different materials and art techniques to create their masterpiece inspired by Rousseau.



**English:** We will explore and write narratives based on Toki's Amazon adventure. This narrative explores a plethora of themes which children will showcase in their writing. After this, children will turn their attention to exploring endangered species in the rainforest. They will have the opportunity to showcase their findings and write innovative, interesting chronological reports about their chosen animal.

**Computing:** In Computing, the children will become authors. We will be exploring and planning the content for a class Wiki page encompassing the Rainforest and what lives there.

## **Mathematics:**

**Our main objectives are to:**

### **Multiplication and Division:**

*Recall multiplication and division facts for multiplication tables up to  $12 \times 12$*

*Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers*

*Recognise and use factor pairs and commutativity in mental calculations*

*Multiply two-digit and three-digit numbers by a one-digit number using formal written layout*

### **Area:**

*Find the area of rectilinear shapes by counting squares*

### **Fractions:**

*Recognise and show, using diagrams, families of common equivalent fractions*

*Count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10*

## **Year Group Objectives**

On the following pages are the key year group objectives for reading, writing and maths that we use in school to assess the children. For a child to achieve age related expectations they need to have met all of these objectives by the end of the year.

On the school website you can also view a Year 4 English and Maths guide which has been published by Twinkl. This useful document can be found in Our School > Curriculum and Assessment > Year Group Objectives and gives guidance on the key skills covered throughout the year.

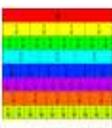
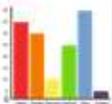
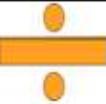
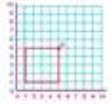
## Reading:

	Read age-appropriate books with increasing confidence and fluency (including whole texts).
	Read aloud with increasing intonation, that shows understanding.
	Retrieve information from an increasing range of fiction and non-fiction.
	Explain and discuss their understanding of what they have read, beginning to make inferences and justifying these with evidence.
	Predict what might happen from details stated and implied.
	Summarise main ideas from more than one paragraph.
	Begin to make connections identifying themes and comparisons across different text types.

## Writing:

	Objective
	Write for an increasing range of purposes and audiences, selecting language that shows a growing awareness of the reader.
	In narrative create/describe settings and characters.
	Use paragraphs to organise ideas mostly correctly and consistently.
	Use an increasing range of cohesive devices within and across sentences and paragraphs including co-ordinating and subordinating conjunctions, adverbs and prepositions and nouns,
I ran / I run	Use different verb forms and verb tenses mostly correctly.
	Select sentence structures and vocabulary mostly suitable for the type of writing e.g. sentences with more than one clause including a wider range of conjunctions (coordinating and subordinating
<i>After school, I played with my friend.</i>	Use fronted adverbials.
. , ! ? “”	Use punctuation taught at key stage one and lower key stage 2 mostly correctly including some use of inverted commas.
after      child again      children	Spelling words correctly (year 1 and 2 list) including common exception words.
	Spelling most words correctly ( <u>year 3 and 4 list</u> ) including further prefixes, suffixes and 2018 homophones.
	Make proof-reading and editing revisions to their own writing.
	Make increasing use of dictionaries to check ambitious vocabulary.
	Produce legible handwriting with diagonal and horizontal strokes.

## Maths:

	Count on from 0 in multiples of 25 and 1000.		Recognise and show using diagrams families of common equivalent fractions.
	Count backwards through zero to include negative numbers.		Add and subtract fractions with the same denominator.
	Recognise the place value of each digit in a four-digit number.	10.7	Round numbers with one decimal place to the nearest whole number.
	Order and compare numbers beyond 1000.		Solve money and measures problems involving fractions and decimals to two decimal places.
	Round any number to the nearest 10, 100 or 1000.		Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
$\begin{array}{r} 311 \\ \times 6 \\ \hline \end{array}$	Multiply three-digit numbers by a one-digit number using a formal written method.		Count up and down in hundredths. Recognise that hundredths arise when an object or number is divided by 100 or tenths divided by 10.
	Solve two-step addition and subtraction problems in context.	<p>Weight</p> <ul style="list-style-type: none"> <li>1 stone = 14 kg (approx)</li> <li>1 kilogram = 1000 grams</li> <li>1 gram = 1000 milligrams</li> </ul> 	Convert between different units of measure.
	Recall multiplication facts for tables up to 12x12.		Compare and classify geometric shapes based on their properties and sizes.
	Recall division facts for tables up to 12x12.		Identify lines of symmetry in 2-d shapes shown in different orientations.
	Plot points and draw sides to complete a shape.		