



Year 4 Half Termly Plan Spring Term 1

English	Mathematics
<p data-bbox="97 224 699 286">The Miraculous Journey of Edward Tulane by Kate DiCamillo</p> <p data-bbox="97 291 699 353">Writing (Composition / Vocabulary, Grammar and Punctuation):</p> <ul data-bbox="252 358 790 1433" style="list-style-type: none">• Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form• Note and develop initial ideas, drawing on reading and research• Draft and write by selecting appropriate grammar and vocabulary• To consider plot development and using a storyboard to map a story, identifying main events, characters and settings• In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action• To retell a story and compare/contrast with other familiar stories• Use a range of devices to build cohesion within and across paragraphs• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Proof read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear• Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning• To explore themes and issues, and develop and sustain ideas through discussion, enabling connections with their own lives. <p data-bbox="97 1467 555 1529">Thieves of Ostia by Caroline Lawrence</p> <p data-bbox="97 1500 422 1534">Reading (Comprehension):</p> <ul data-bbox="252 1534 790 2016" style="list-style-type: none">• Increase familiarity with a range of books• Identify themes and conventions and compare these across books they have read• Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader• Draw inferences about characters' feelings, thoughts, motives and actions, justifying inferences with evidence from the text• To identify how language and structure contribute to meaning, considering social and historical context	<ul data-bbox="861 257 1492 1209" style="list-style-type: none">• Explain what each factor represents in a multiplication• Explain how the dividend 10 times effects the quotient• Explain where zero can be part of a multiplication• Partition one of the factors in a multiplication equation in different ways• Use the knowledge of distributive law to solve two-part addition and subtraction problems, efficiently.• Drawing and reading picture graphs.• Drawing and reading bar graphs.• Drawing and reading line graphs.• Counting in hundredths• Working with mixed number fractions.• Finding equivalent fractions.• Simplifying mixed number fractions.• Simplifying improper fractions.• Adding fractions.• Subtracting fractions.• Telling time on a 24-hour clock• Changing time in minutes to seconds• Changing time in hours to minutes• Solving problems on duration of time• Changing years to months• Changing weeks to days• Solving word problems

<p style="text-align: center;">Science Sound</p> <ul style="list-style-type: none"> • To describe and explain sound sources. • To explain how different sounds travel. • To explore ways to change the pitch of a sound. • To investigate ways to absorb sound. • To create a musical instrument to play different sounds. 	<p style="text-align: center;">RE Hinduism</p> <p>How does the story of Rama and Sita inspire Hindus to follow their Dharma?</p> <ul style="list-style-type: none"> • To engage with the idea of duty, role and responsibility. • To enquire into the characters of Rama and Sita. • To explore Hindu ideas of Dharma. • Explore the celebration of Rama and Sita. • What duties do people have in different religions at different ages? 	<p style="text-align: center;">PE</p> <p>Outdoor & Adventurous Activities (Outdoor):</p> <ul style="list-style-type: none"> • To develop co-operation and teamwork skills. • To develop trust and team work. • To involve all team members in an activity and work towards a collective goal. • To develop trust whilst listening to others and following instructions. • To be able to identify objects on a map, draw and follow a simple map. • To draw a route using directions. • To be able to orientate a map and navigate around a grid. <p>Hockey</p> <ul style="list-style-type: none"> • Develop sending the ball with a push pass. • Develop receiving the ball. • Develop dribbling using the reverse stick. • Develop moving into space after passing the ball. • To use an open stick tackle to gain possession. • To apply defending and attacking principles and skills in a game.
<p style="text-align: center;">History Romans</p> <ul style="list-style-type: none"> • To develop a chronological and secure time understanding of the Roman era • To understand the impact of the Roman invasion on Britain • To be able to name some key historical Roman figures • To understand resistance and the size and structure of Hadrian's wall • To show some awareness of Boudicca's Rebellion • To evaluate the legacy of the Romans in Britain 		<p style="text-align: center;">Computing</p> <p>Typing</p> <ul style="list-style-type: none"> • Introduce the uses of different computer keys • Introduce touch typing and develop skills <p>E-Book Creation</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. <p>E Safety</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly

<p style="text-align: center;">Art &DT British Art</p> <ul style="list-style-type: none"> • Learn about Thomas Gainsborough, Sonia Boyce, Lucien Freud and Paula Rego. • Draw illustrations • Make a portrait • Paint part of a famous artwork 	<p style="text-align: center;">French School</p> <ul style="list-style-type: none"> • To learn key vocabulary for Y4 school subjects. • To be able to give an opinion about a subject and ask for someone's opinion. • To be able to write simple sentences about school subjects. 	<p style="text-align: center;">Music Compose with Your Friends</p> <ul style="list-style-type: none"> • To understand allegro in a piece of music • To recognise and read simple notation • To learn to sing as part of an ensemble • To recognise minims, dotted crotchets, quavers, semi quavers and rests • To explore disco and 20th/21st century orchestral music • To listen and respond to a piece of music • To understand duration, pulse, rhythm and pitch • To explore time signatures the 3/4 and 4/4 and the key signatures C major, D major and G major
<p style="text-align: center;">PSHEE</p> <p>Taking more Control: Reflect on my achievements Think about how to make informed choices Thinking about what influences my choices To recognise I may experience conflicting emotions Develop a deeper understanding of my feelings</p>		