

Our Focus in Year 4 is  
**Mapping and land use**



Spring Term 1

**Maths skills:**

*Specific objectives for key skills and knowledge as identified in the DfE 'Ready to Progress' document.*

- Use efficient methods of multiplication
- Use efficient methods of division
- Use inverse operations
- Multiply 3 digits by 1 digit
- Divide 3 digits by 1 digit
- How to calculate area
- Solving word problems
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**English skills:**

**Core Book/Books:**



*Particular focus on key skills in:*  
**Comprehension and vocabulary**

- discussing words and phrases that capture the reader's interest and imagination
- Use a wider range of punctuation
- Use adjectives to write settings and characters
- using dictionaries to check the meaning of words that they have read
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- I can spell most words on the Y3 and 4 list

**Religious Education**

**Big Question** How do Hindus worship?

- Why do Hindus have many images of God?
- Why is the Aum symbol important to Hindus?
- How do Hindus worship at home?
- How does a Hindu priest help Hindus worship at the mandir?
- Why do Hindus go on pilgrimage?

**Emotional well being and mindfulness**

- Developing resilience
- Activities to boost physical and mental wellbeing of children in the classroom
- Circle time, mindfulness activities and class bonding games.

**Geography Skills and Knowledge**

**Big Question: How have places changed over time?**

- Understand how some human and physical characteristics have changed over time.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.

**Science Skills**

**Big Question: Which materials are conductors of electricity?**

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

**D&T**

**Big Question:**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- investigate and analyse a range of existing products.

**Key Vocabulary we will learn**

component  
circuit  
Conductor  
insulator  
Physical features  
Human features  
Characteristics

**P.E Focus: Due to current restrictions outside PE will be a focus Skills in Basketball:**

- Keep possession as part of a team.
- Move to support team mates when not in possession of the ball.
- Move with a ball keeping it under control whilst changing direction.
- Pass/send a ball with increasing accuracy.
- Receive a ball successfully. Find and use space in game situations.

**Curriculum enrichment**

**French**

- Give instructions with the imperative.
- Count to 60 and 100
- Use adjectives
- Recognise verbs
- Use adjectives with masculine or feminine nouns
- Retell a well-known story in French

**Music**

- Pulse
- Rhythm
- Pitch
- Co-ordination
- Expressive Elements

**PSHE skills—HeartSmart Focus**

- Let love in
- Heart to heart
- Brilliant Me
- One in a million
- Don't agree with I don't like Me