

# Spring 1 Curriculum Planning

## Literacy

Use the main features of a type of writing (identified in reading).

Use techniques used by authors to create characters and settings.

Organise paragraphs around a theme.  
Draw inferences from reading.  
Predict from details stated and implied.  
Recall and summarise main ideas.  
Discuss words and phrases that capture the imagination.  
Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.

Predict what might happen from details stated and implied.  
Identify main ideas drawn from more than one paragraph and summarise these.  
Use connectives that signal time, shift attention, inject suspense and shift the setting.  
Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).

Read aloud writing to a group or whole class, using appropriate intonation.

## Maths

Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)  
Round any number to the nearest 10, 100 or 1000.  
Recognise and use fractions as numbers  
Add and subtract fractions with the same denominator  
Solve problems involving increasingly harder fractions to calculate quantities

read, write and convert time between analogue and digital 12- and 24-hour clocks  
solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.  
Convert between different units of measure  
Describe positions on a 2-D grid as coordinates in the first quadrant  
Describe movements between positions as translations of a given unit to the left/right and up/down  
Plot specified points and draw sides to complete a given polygon.

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes  
identify acute and obtuse angles and compare and order angles up to two right angles by size  
identify lines of symmetry in 2-D shapes presented in different orientations  
complete a simple symmetric figure with respect to a *specific line of symmetry*.

## Computing

Give examples of the risks posed by online communications.  
Understand the term 'copyright'.  
Devise and construct databases using applications designed for this purpose in areas across the curriculum.  
Understand how online services work.  
Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

## Science

Recognise that living things can be grouped in a variety of ways.  
Explore and use classification keys.  
Recognise that environments can change and that this can sometimes pose dangers to specific habitats.  
Identify how animals and plants are suited to and adapt to their environment in different ways.  
Recognise that shadows are formed when the light from a light source is blocked by a solid object.  
Find patterns in the way that the size of shadows change  
Describe the movement of the Earth relative to the Sun in the solar system.  
Describe the movement of the Moon relative to the Earth.  
Ask relevant questions.  
Gather, record, classify and present data in a variety of ways to help in answering questions.  
Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.  
Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.

Year 4 Topic: Daedalus, Democracy and Dictionaries!

Outside learning: Constellations, star gazing, Greek Olympics

## Geography

Name and locate the countries of Europe and identify their main physical and human characteristics.  
Describe geographical similarities and differences between countries.  
Use a range of resources to identify the key physical and human features of a location.

## History

Compare some of the times studied with those of other areas of interest around the world.  
Describe the social, ethnic, cultural or religious diversity of past society.  
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  
Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

## R.E.

Concepts: Creation and Fall, Life and teachings of Jesus; Ethical theory, including the importance of love and forgiveness within Christian tradition. Humanist core knowledge: The importance of the natural world and caring for the environment; The importance of the arts and sciences; The importance of love and relationships; Importance of evidence and reasoning in Humanist thought.

## RSHE

I know everyone is both similar and different to other people.  
I have considered how my family is unique to me.  
I can celebrate my uniqueness, knowing it should be respected  
I recognise that some things are acceptable to do in public and some things should be private. I have thought about different types of touch within a range of relationships and how to respond.  
I have thought about different types of behaviours within a range of relationships and how to respond.

## Art and design

Select and arrange materials for a striking effect.  
Ensure work is precise.  
Use coiling, overlapping, tessellation, mosaic and montage.  
Use clay and other mouldable materials.  
Add materials to provide interesting detail.  
Use layers of two or more colours.  
Replicate patterns observed in natural or built environments.

## DT

Cut materials accurately and safely by selecting appropriate tools.  
Measure and mark out to the nearest millimetre.  
Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).  
Refine work and techniques as work progresses, continually evaluating the product design.

## P.E.

Sprint over a short distance up to 60 metres.  
Run over a longer distance, conserving energy in order to sustain performance.  
Use a range of throwing techniques (such as under arm, over arm).  
Throw with accuracy to hit a target or cover a distance.  
Jump in a number of ways, using a run up where appropriate.  
Compete with others and aim to improve personal best performances.

## MFL

Write a few short sentences using familiar expressions.  
Express personal experiences and responses.  
Write short phrases from memory with spelling that is readily understandable.

## Music

Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  
Evaluate music using musical vocabulary to identify areas of likes and dislikes.  
Understand layers of sounds and discuss their effect on mood and feelings.

## Vocabulary

Myths  
Constellation  
Democracy  
Zodiac  
Gods  
Goddesses  
Mythical creatures  
Pottery  
Columns  
Zeus  
Soldiers