Moorfield Primary School

Year 4 Spring Term Overview

<table>
<tr><td>Topic:</td><td colspan="2">Spring 1: Climate and Culture</td><td>Spring 2: The World's Kitchen</td></tr>
<tr><td>SMSC</td><td colspan="3">Courage and Forgiveness</td></tr>
<tr><td rowspan="2">PSHE and RSE:</td><td colspan="3">Living in the wider world</td></tr>
<tr><td>Belonging to a community
What makes a community; shared responsibilities</td><td>Media literacy and digital resilience
How data is shared and used</td><td>Money and work
Making decisions about money; using and keeping money safe</td></tr>
<tr><td>English:
 
</td><td colspan="2"><u>Selfish Giant -</u> Own version narratives about kindness
Letters, first person recounts, diaries, letters, posters, reports

<u>The Lion, the witch and the wardrobe</u>
Own version narratives (set in other worlds)
Poems, eyewitness reports, an imaginary conversations, writing in role</td><td><u>The Matchbox Diary</u>
Biography
Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file

<u>The Lion and the unicorn</u>
Own version historical narratives
Letters, diaries, character and setting descriptions, non-chronological reports</td></tr>
<tr><td>Maths:</td><td colspan="2">Multiplication & Division
Can I recognise and use factor pairs and commutativity in mental calculations? Can I multiply two-digit and three-digit numbers by a one-digit number using a formal written layout? Can I solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects?

Measurement: Area
Can I calculate the area of a rectangular shape by counting the number of squares?

Fractions
Can I recognise and show, using diagrams, families of common equivalent fractions? Can I count up and down in hundredths, recognising that hundredths arise when dividing an object by one hundred and dividing tenths by ten?</td><td>Fractions
Can I solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number? Can I add and subtract fractions with the same denominator?

Decimals
Can I recognise and write decimal equivalents of any number of tenths or hundredths e.g. 1/10 = 0.1 and 23/100 = 0.23? Can I recognise and write decimal equivalents to ¼, ½, and ¾? Can I divide a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths?</td></tr>
<tr><td>Science:</td><td colspan="3"><u>Living things and their habitats</u>
• recognise that living things can be grouped in a variety of ways
• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
• recognise that environments can change and that this can sometimes pose dangers to living things.</td></tr>
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Geography:	**<u>Locational knowledge</u>** Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **<u>Human and Physical Geography</u>:** describe and understand key aspects of: physical geography, including: rivers and mountains. **<u>Place Knowledge</u>:** Understand geographical similarities and differences through the study of human and physical geography of a region of a European country.	**<u>Human and Physical Geography</u>:** describe and understand key aspects of: human geography, including: types of settlement and land use, trade links, and the distribution of natural resources including energy, food, minerals and water.
DT:	**Structures -** Pavillions	**Mechanical Systems –** Pneumatic Toys (Y3)
Computing:	**<u>Programming A – Repetition in shapes</u>** To identify that accuracy in programming is important. To create a program in a text-based language. To explain what 'repeat' means. To modify a count-controlled loop to produce a given outcome. To decompose a task into small steps. To create a program that uses count-controlled loops to produce a given outcome.	**<u>Data and information – Data logging</u>** To explain that data gathered over time can be used to answer questions. To use a digital device to collect data automatically. To explain that a data logger collects 'data points' from sensors over time. To use data collected over a long duration to find information. To identify the data needed to answer questions. To use collected data to answer questions.
Music:	Charanga Unit: Stop!	Charanga Unit: Lean on me
Art:	European Artists- Van Gogh Northern Lights	
PE:	**Swimming** **Gymnastics**	**Swimming** **Dance** – Rainforest
RE:	**<u>EXPRESSING</u>** Why do some people think life is a journey?	**<u>LIVING</u>** What does it mean to be a Hindu in Britain today?
Spanish:	(Language Angels) My Home	(Language Angels) Goldilocks