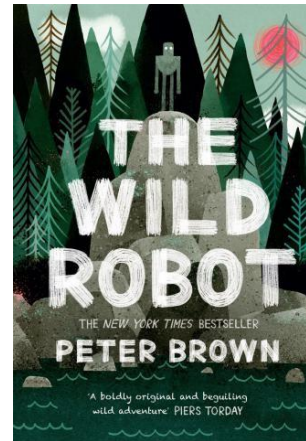


## Year 4 - Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p style="text-align: center;"><b>Myths and Legends</b></p> <p>Children read the first myth and discuss characters, then write a summary. Then they read the second myth, discuss this and then write a comparison between the two stories.</p> <p><b>Grammar focus:</b> Use powerful verbs and adjectives.</p>	<p style="text-align: center;"><b>Myths and Legends</b></p> <p>Children read and correct lines of direct speech, having followed a presentation on dialogue layout/punctuation. Role play conversations, then write these.</p> <p><b>Grammar focus:</b> Use the present perfect rather than simple past tense</p>	<p style="text-align: center;"><b>Recounts</b></p> <p>Little Mouse's Big Book of Fears - Use the text to stimulate discussion of fears and phobias; look at how to use recounts to help us explain and retell a childhood fear.</p> <p><b>Grammar focus:</b> Use adverbs and adverbials (prepositional phrases which act as adverbs).</p>	<p style="text-align: center;"><b>Recounts</b></p> <p>Using different descriptions and recounts, identify apostrophes of possession. Look at how to use these correctly. Revise different uses of apostrophes in own writing.</p> <p><b>Grammar focus:</b> Begin to understand the perfect form of verbs.</p>	<p style="text-align: center;"><b>List Poems and Kennings</b></p> <p>Study a range of list poems including some based on similes. Look in detail at the word types used: nouns, adjectives, verbs, prepositions and adverbs. Then investigate kenning poems – contracted metaphor list poems. Chn are inspired to write some poetry.</p> <p><b>Grammar focus:</b> Use prepositions to express time or place.</p>	<p style="text-align: center;"><b>List Poems and Kennings</b></p> <p>Study a range of list poems including some based on similes. Look in detail at the word types used: nouns, adjectives, verbs, prepositions and adverbs. Then investigate kenning poems – contracted metaphor list poems. Chn are inspired to write some poetry.</p> <p><b>Grammar focus:</b> Write sentences with more than one clause using a wider range of connectives.</p>
<b>Maths</b>	<p style="text-align: center;"><b>Multiplication and Division B</b></p> <p>In this step, children are introduced to factors for the first time. They learn that when they multiply two whole numbers to give a product, both the numbers that they multiplied together are</p>	<p style="text-align: center;"><b>Multiplication and Division B</b></p> <p>In this step, children build on their understanding of dividing by 10 and notice the link between dividing by 10 and dividing by 100. They need to be able to visualise making a number one-hundredth</p>	<p style="text-align: center;"><b>Multiplication and Division B</b></p> <p>In this step, children use their division facts from the Autumn term to build on their knowledge of dividing a 2-digit number by a 1-digit number from Year 3 Initially, children carry out divisions where the tens and ones</p>	<p style="text-align: center;"><b>Length and Perimeter</b></p> <p>In previous years, children measured lengths using metres (m) and centimetres (cm). In this step, children are introduced to kilometres and the abbreviation "km". Children should understand that</p>	<p style="text-align: center;"><b>Length and Perimeter</b></p> <p>In this step, children continue to look at rectilinear shapes, focusing on finding missing side lengths. Children explore the relationship between the sides of a rectilinear shape, rather than finding the perimeter. They start</p>	<p style="text-align: center;"><b>Fractions</b></p> <p>Children begin this block by understanding the whole. They covered this in Year 3, but may need to recap the part-whole relationship of fractions. Children use diagrams to identify how many equal parts a shape has been split into and</p>

	factors of the product. They then generalise this further to conclude that a factor of a number is a whole number that divides into it exactly.	the size and understand that “one-hundredth the size” is the same as “dividing by 100”.	are both divisible by the number being divided by without any remainders, then move on to calculations where they need to exchange between tens and ones.	kilometres are greater than metres and are used to measure greater distances. The focus of this step is to partition measurements into the number of kilometres and metres and make links with addition.	by using addition to find the missing side lengths, then using subtraction and finally using both operations to find more than one missing side length.	move on to thinking about how many more parts are needed to make the whole. They use the denominator to identify how many equal parts a whole has been divided into.
<b>Science</b>	<b>DIGESTIVE SYSTEM</b>					
	In the Digestive System project, we will revisit the meaning of scientific vocabulary, including producer, consumer, carnivore, herbivore, omnivore, predator and prey. They will learn about the features of ecosystems and the meaning of new terminology, including 'biotic', which means living, and 'abiotic', which means non-living.	We will research an ecosystem and use the information gathered in future lessons. We will learn about two scientific diagrams, a food chain and a food web, finding out what these diagrams are and what they show.	We will discuss the similarities and differences between food chains and food webs and sketch examples. We will also revisit the word 'interdependence' and its meaning and discuss how living things depend on biotic and abiotic features of ecosystems for their survival.	We will discuss the challenges different ecosystems face from human activities such as pollution or natural events such as deforestation. After this, we will then learn about the digestive system of humans, naming the digestive organs, describing their functions and finding out what happens to the food we eat.	We will learn the names and functions of the four types of human teeth and identify the differences between the teeth of carnivores, herbivores and omnivores.	Finally, we will formulate and then ask a dental health professional questions to discover the importance of oral hygiene and its role in preventing tooth decay and gum disease. We will complete our learning by creating and carrying out an investigation into the effectiveness of fluoride toothpaste.

**Guided Reading**
**The Wild Robot**


The book supports the study of the value of helping others, of belonging, of community and of nature and of conservation. There are plentiful opportunities for purposeful cross-curricular learning which would enhance children's understanding of the story and characters, as well as developing subject expertise and giving them access to experiences which would enrich their writing and their knowledge of the world. The narrative structure is carefully crafted and the characters and settings are well drawn, offering young readers a good model for their own story planning and descriptive writing. The characterisation and setting are supported by a wealth of illustration which can be explored and discussed alongside the text.

**Topic**
**INVASION**

In the Invasion project, your child will study the chronology and geography of the subsequent invasions, including the arrival of the Anglo-Saxons, Scots, and Vikings. They will investigate where these groups came from, why they invaded, and how they settled in different regions of Britain.

We will study the Anglo-Saxons and Vikings in detail, exploring the motivations behind their invasions, including the search for new land, wealth, and power. Additionally, they will examine how these groups established settlements, adapted to their new environments, and what daily life was like, from farming and trading to cultural traditions.

<b>Art &amp; DT</b>	<b>CONTRAST AND COMPLEMENT</b>		
	Children are introduced to the colour wheel, learning about primary, secondary, and tertiary colours through hands-on mixing activities. They explore warm and cool colours, recording observations in their sketchbooks and creating artwork to show how colours affect mood.	Children investigate complementary and analogous colours, experimenting with different colour combinations to understand contrast and harmony. They explore how colours appear in nature and use a variety of materials to create landscapes or abstract compositions.	Children study how famous artists use colour and apply their learning to a final piece inspired by their techniques. They experiment with mixed media, refine their work in sketchbooks, and evaluate their artwork using the language of art and design.
<b>PSHE</b>	<b>HOW CAN WE MANAGE OUR FEELINGS?</b>		
	In this unit, children learn how everyday things can affect feelings, how feelings change over time and can be experienced at different levels of intensity	Then, students discuss the importance of expressing feelings and how they can be expressed in different ways, as well as how to respond proportionately to, and manage, feelings in different circumstances	Finally, children learn ways of managing feelings at times of loss, grief and change. They learn how to access advice and support to help manage their own or others' feelings
<b>PE</b>	<b>FOOTBALL</b>		
	In this football topic, children develop key skills needed for invasion games, focusing on movement, passing, attacking, and defending. They begin by learning the basic rules and techniques of football before improving their agility, coordination, and ball control. Through targeted drills, they practice passing accuracy, defensive strategies, and attacking plays. The unit culminates in small-sided games where children apply their skills in real match situations, enhancing teamwork, decision-making, and sportsmanship.		