

### Literacy

**Key Texts:** The Wind in the Willows  
The Story of The Wind in the Willows-Kenneth Grahame

**Purpose for writing:** Narrative stories settings/ Play script

**Writing:** Children will learn to structure and re-invent a story into a play script. They will also focus on setting descriptions. Across the term they will learn the features, style and structure of differing texts so they can apply these skills to their own work. Literacy will be closely linked to by their knowledge gained in geography this term.

**Grammar:** Children will learn to use the structure and layout for play scripts and the use of vocabulary and sentence structure to evoke the reader's ability to visualize a setting. They will continue to learn about expanded noun phrases, build on the use of adjectives, adverbs and prepositions to express time, place and cause. They will also continue to learn about fronted adverbials and the use of similes and metaphors

### Maths

**Key Facts:** Hundredths and tenths (division), Common equivalent fractions, simplifying. Decimal equivalents to fractions. Rounding decimals.

**Fractions, Decimals and Percentages:** Children will continue to build on their knowledge of fractions to include tenths and hundredths. They will extend this to being able to simplify fractions (e.g.  $\frac{2}{8} = \frac{1}{4}$ ) as well as finding common equivalent fractions. Children will count up and down in hundredths and recognise that it arises from dividing an object into one hundred equal parts, and dividing tenths by 10. They will solve problems involving increasingly harder fractions to calculate quantities, fractions to divide quantities, including non-unit fractions where the answer is a whole number. Children will learn how to add/subtract fractions with the same denominator including beyond 1. They will learn decimal equivalents of any number of tenths or hundredths and  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ . In addition, find the effect of  $\div$  a 1- or 2-digit number by 10 or 100, identifying the value of the digits as O, Th, HTh. Children will round decimals with 1d.p to the nearest whole number and compare numbers with the same number of decimal places up to 2d.p. This will extend to solving problems with measure and money.

**(Please see our Calculation Progression document on our website for Fractions, Decimals and Percentages strategies.)**

**Warhol & Van Gogh**  
**Year 4: Spring 1**

### Computing

**Focus: Spreadsheets and Programs**

### Geography

**Focus: Rivers:** Children will be able to describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle. They will extend knowledge of human geography with being able to describe and understand key aspects, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Children will build their locational knowledge through learning to name and locate counties and cities, geographical regions and land-use patterns; including understanding how some of these aspects have changed over time. They will be developing their geographical skills and ability to carry out fieldwork through using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

### Science

**Chemistry: States of Matter:**  
The children will explore a variety of everyday materials and will develop simple descriptions about each state of matter. They will begin to understand that solids hold their shape: liquids form a pool not a pile and gases escape from an unsealed container. The children will observe through experimenting, the changes that take place with water when it is cooled or heated. They will observe and record the effects of evaporation over a period of time.

**Working Scientifically:**  
Children will ask relevant questions, using different types of scientific enquiries to answer them. They will be setting up simple practical enquiries, comparative and fair tests in order to answer a scientific question. They will present their findings using written explanations, displays or presentations of results and conclusions. Using their results they will be able to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

**RIVERS**

### Music

**Focus: Studying notation - rhythm and pitch.**  
Music linked to the topic of Rivers. Easter songs recording outside. Whole class brass lessons.

### Art

**Focus: Drawing and Painting Cityscapes**  
The children will be exploring the work of the Artist L.S. Lowry. They will use different mediums such as charcoal, pencil and oil pastels to create different city scapes. They will compare the work of L.S. Lowry with the artist Edward Hopper. The children will be learning the following skills:

- Sketching by mapping out directional lines and identifiable shapes before adding detail.
- Know the transition between light and dark is gradual
- Shading from light to dark to light.
- Using the size of the head to determine the proportion of the body

### PE

**Focus:**  
**Indoor- Dance**  
**Outdoor- Athletics**

### RE

**Focus: Judaism- How special is the relationship Jews have with God?**  
The children will continue to explore the beliefs and practices of different religions, focusing on Judaism. They will investigate the relationship Jews have with God. They will discuss how agreements and contracts require trust. In addition, they will look at the Ten Commandments, the Torah scrolls, Ner Tamid, the Prayer shawl, and the children will explore the way in which Jewish people worship God within their homes. Activities will include research and evaluations on practices, and being able to describe how Jews celebrate at home and in community.

### PSHE

**Focus: "Celebrating Difference"**  
**"Dreams and Goals"**