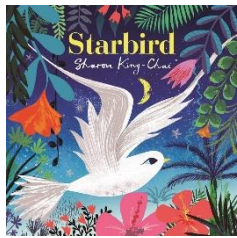


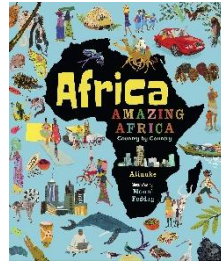


English

As writers, our learning will be centred around our core texts of 'Starbird' by Sharon King-Chai and 'Africa, Amazing Africa' by Atinuke

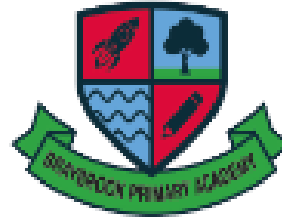


Atinuke



Through this, we will:

- Retell the story of Starbird before writing our own animal-based narrative
- Use speech and the correct speech punctuation to show when a character is speaking
- Use descriptive language including expanded noun phrases and fronted adverbials to create a setting description
- To begin to use paragraphs around a theme in order to create cohesion within the writing and avoid repetition.
- Write a persuasive travel leaflet encouraging our audience to visit our chosen country by using a range of persuasive devices



YEAR 4

SPRING TERM

The **DIAMOND**
Learning Partnership Trust
Be Inspired



Maths

As mathematicians, we follow White Rose Maths. This half term our learning will focus around multiplication and division.

Through this, we will:

- Apply our previous learning of times tables facts up to 12 x 12 to multiply 2 and 3 digit numbers using the formal column method.
- Multiply and divide by 10 and 100, and use this knowledge for solve related multiplication and division facts
- Find fractions of amounts, convert improper fractions to mixed numbers and to recognise equivalent fractions



French

As linguists, our unit this term is 'La Famille'

Through this, we will:

- Remember and pronounce key vocabulary for roles within the family and how many siblings we have.
- Recognise that some words are masculine and take le/ un and some feminine and take une or la.



Science

As scientists, our Science unit this half term is 'Sound and vibrations'.

Through this, we will:

- Describe how sounds are made.
- Describe how sounds are heard through different mediums.
- Explain the relationship between vibration strength and volume.
- Describe the relationship between volume and distance.
- Describe pitch and how to change it.
- Explain how insulating materials can be used to muffle sound



Reading

As readers, we will focus on:

- Reading a range of fiction, non-fiction and poetry to develop our levels of fluency.
- Summarise and sequence the key events of a text.
- Explain answers to questions fully, using evidence from the text to support our ideas
- Enhance our vocabulary to deepen our understanding and word meaning.

Our class book will be:

The Last Bear by Hannah Gold



History

As historians, this term we will be learning about the Anglo-Saxons and the Vikings and comparing their impact on life in Britain today.

Through this, we will:

- Investigate artefacts and make inferences about their uses and what it tells us about Anglo-Saxons and Viking life
- Explore Viking beliefs including their Gods, belief about the after life and how this changed throughout their time in Britain.
- Explore the Viking threat and how the Anglo-Saxon period ended in 1066.
- Look for evidence in the local area of Anglo-Saxon and Viking settlements



Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

This half term we will:

- Explore Passport to the World where we will travel to and explore a different country at the end of the half term.
- Take part in a school-wide celebration of World Book Day
- Take part in a Science afternoon to encourage us to 'think like a Scientist'



Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following homework **each week**:

- 45 minutes on Maths Whizz
- Weekly spellings on Spelling Shed.
- Regular learning of times tables through TT Rockstars
- Complete 5 reads a week as part of our reading challenge
- Quizzing at least once a week



Art

As artists, our Art unit this half term is 'Painting and Mixed Media- Light and Dark'

Through this, we will:

- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
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- Mix tints and shades by adding black or white paint.



PE

As sportspeople, we will focus our learning on dancing.

Through this we will continue to develop fine and gross motor skills. The children will continue to work independently and in groups to improve on routines and skills within dance. We will evaluate our dances to improve and enhance them further.



Music

As musicians, our Music unit is 'Adapting and transposing motifs'.

Through this, we will:

- Learn a new song, singing in time and in tune while following the lyrics.
- Learn a new song, singing in time and in tune while following the lyrics
- Create and performing a motif, notating it with reasonable accuracy.



PSHE

As citizens of the community, our PSHE unit is 'Health and Wellbeing'

Through this, we will:

- Identify and share key facts about dental health.
- Describe a calm place that helps them to feel relaxed.
- Describe how they feel when they make a mistake and explain what can be learned from these.
- Write or describe their strengths and how they could use these in school.



Design Technology

As designers, our DT unit is 'Structure: Pavilions'

Through this, we will:

- Produce a range of free-standing frame structures of different shapes and sizes.
- Design a pavilion that is strong, stable and aesthetically pleasing.
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure.
- Select appropriate materials and techniques to add cladding to their pavilion.



Computing

Our Computing unit is 'Collaborative Learning'.

Through this, we will:

- Use a variety of different slide styles to convey information including images and transitions.
- Create a Google Form with a range of different questions types that will provide different types of answers, e.g. text, multiple choice or numerical values.
- Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers.



Religious Education

As theologians, our leaning question is 'Who are Sikhs and what do they believe?'

Through this, we will:

- Describe who started Sikhism and how it began
- Name and explain the core beliefs of the 10 gurus including the Guru Granth Sahib and how its importance to recognised by Sikhs
- Explore the places that are special to Sikhs and how their beliefs around equality and religious harmony are shown in these spaces
- Investigate some Sikhs festivals and the story behind them