



Curriculum Map: Year 4, Spring 2			Educational Visits (where appropriate):	
Subject	Unit: Destination Question and Key Learning	Key vocabulary		Home learning
Maths	<p>Times tables learning/practice/revision/application will form part of our daily Maths learning. All children will sit the Multiplication Tables Check (a national requirement) in the Summer Term, where all the times tables are tested up to 12x12. More information will follow. Any extra practice your child does at home will be beneficial and solid knowledge of the times tables makes so many other areas of Maths learning simpler and more accessible.</p> <p>Understanding and manipulating multiplicative relationships.</p> <ul style="list-style-type: none"> • Pupils explain what each factor represents in a multiplication equation • Pupils explain how each part of a multiplication and division equation is linked • Pupils explain where zero can be part of a multiplication or division expression and the impact it has • Pupils represent multiplications in different ways • Pupils explain which is the most efficient way to solve a multiplication problem • Pupils solve two part addition and subtraction problems efficiently • Pupils understand and explain the laws of multiplying and dividing by 10 and 100. <p>Coordinates:</p> <ul style="list-style-type: none"> • Pupils give directions from one position to another on a grid • Pupils move objects including polygons on a grid according to directions, and mark the new position • Pupils describe translations of polygons drawn on a square grid • Pupils draw polygons specified by translations • Pupils mark points specified as a translation from the origin • Pupils mark the position of points specified by coordinates in the first quadrant of a coordinate grid, and write coordinates for already-marked points 	Factor Product Divide Multiply Partition Zero Dividend Quotient	Directions Position Polygons Translation Origin Coordinates Quadrant	<p>Hit the button Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</p> <p>Maths frame mathsframe.co.uk/en/resources/category/22/most-popular</p> <p>Times tables Multiplication Tables Check - 2023 - Timestables.co.uk</p> <p>https://www.bbc.co.uk/bitesize/articles/zdjkjfr</p> <p>Please play TTRS regularly...it really does make a difference 😊</p>



	<ul style="list-style-type: none"> Pupils draw polygons specified by coordinates in the first quadrant Pupils translate polygons in the first quadrant <p>Roman Numerals- introduction</p>		
English	<p>Fiction Text: 'The attic' Focus: creating suspense that builds tension, making the reader want to read on.</p> <p>Non-fiction text: 'Don't go out after dark' Focus: persuasive writing</p> <p>Guided reading novel: How to train your dragon by Cressida Cowell (continued!)</p>	<p>Suspense Repetition Threat Rhetorical questions Verbs Adverbials Dramatic</p>	<p>General English resources to support learning: https://www.bbc.co.uk/bitesize/articles/zbm8scw</p> <p>https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar</p> <p>https://www.bbc.co.uk/bitesize/articles/zbh892p</p>
Science	<p>Sound and vibrations To know:</p> <ul style="list-style-type: none"> Sound is a result of vibrations. Vibrations from sounds travel through mediums to the ear. An insulating material reduces the amount of vibrations that pass through it and this can be used to protect the ears from damaging sounds. Different materials provide different amounts of insulation against sound. A variety of ways to change the pitch or volume of a sound. Quicker vibrations cause higher-pitched sounds and slower vibrations cause lower-pitched sounds. Stronger vibrations cause louder sounds and weaker vibrations cause quieter sounds. Sounds get fainter as the distance from the sound source increases. <p>Working Scientifically:</p> <ul style="list-style-type: none"> To suggest what observations to make and how long to make them for. To observe closely how different instruments create a sound. To research how cetaceans communicate underwater. 	<p>Air decibels (dB) decibel meter ear eardrum ear protectors gas hertz (Hz) high pitch insulator of sound liquid loud low pitch matter</p> <p>medium musical instrument pitch quiet solid sound sound proofing vibration volume</p>	<p>https://www.bbc.co.uk/bitesize/subjects/z2pfb9q</p>



	<ul style="list-style-type: none"> To present results using a bar chart. To design simple results tables. Analysing and drawing conclusions To identify when results or observations do not match predictions. 		
RE	<p>CHRISTIANITY: For Christians, is Communion a celebration or an act of remembrance?</p> <p>Pupils will learn that:</p> <ul style="list-style-type: none"> That Jesus was Jewish and so celebrated Passover How the Last Supper is linked to the Passover meal That most Christians believe that Jesus chose to die About the story of the Last Supper and what Jesus said to the disciples That the symbols of communion are a way of remembering Jesus and his sacrifice That many Christians also talk about ‘celebrating’ communion, as a way of being thankful for what Jesus has done That by sharing communion as a group Christians are showing unity, and are ‘in communion’ with each other The meaning of some actions and words involved 	<p>Salvation Saviour Communion Eucharist Sacrifice Passover Seder Altar Covenant Sacrament</p>	<p>https://www.bbc.co.uk/bitesize/topics/zpdtcbk</p> <p>https://www.bbc.co.uk/bitesize/articles/zpb7wnb</p>
History	<p>How hard was it to invade and settle in Britain?</p> <ul style="list-style-type: none"> To know that significant archaeological findings are those which change how we see the past. To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. To know that we can make inferences and deductions using images from the past. To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. 	<p>Anglos Britons convert empire inference invasion Kingdom missionary paganism Pope Romans Saxons settlement settlers Vikings</p>	<p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm</p>



	<ul style="list-style-type: none">• To know that there are different reasons for migration.• To know that settlement created tensions and problems.• To understand the impact of settlers on the existing population.• To understand the earliest settlements in Britain.• To know that settlements changed over time.• To understand how invaders and settlers influence the culture of the existing population.• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• To know that communities traded with each other and over the English Channel in the Prehistoric Period.• To understand that there are different beliefs in different cultures, times and groups.• To know about paganism and the introduction of Christianity in Britain.• To know how Christianity spread.• To compare the beliefs in different cultures, times and groups.• To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.		
Music	<p>Musical structures: Singing and listening are at the heart of each lesson. Improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat</p> <p>Key question: How does music bring us together?</p>		
Computing	<ul style="list-style-type: none">• Explain what some of the blocks do in Scratch.• Explain what a loop is and include one in their program.• Suggest possible additions to an existing program by remixing code.• Recognise where something on screen is controlled by code.• Use a systematic approach to find bugs.• Understand the definitions of decomposition and algorithm and how they are used to create accurate code.		
PSHE	<ul style="list-style-type: none">• Understand what human rights are and why they are important.• Understand how reusing items benefits the environment.	authority cabinet	rights



	<ul style="list-style-type: none">• Understand the range of groups that exist in the wider community.• Understand how community groups can focus on different areas of interest.• Understand that diversity supports a community to work effectively.• Understand the role of local councillors.	community council council officer diversity environment human	local government protect reuse United Nations (UN) volunteer	
French	<ul style="list-style-type: none">• Show their understanding of key vocabulary with a physical response.• Attempt to imitate the pronunciation of vocabulary accurately.• Correctly identify masculine and feminine nouns in written form.• Use modelled language to create questions or sentences using appropriate articles.• Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.• Attempt to build their own sentences using labels as a model.• Speak clearly and present simple phrases when supported visually.• Use appropriate intonation to engage the audience.			
PE	Gymnastics Tag Rugby			