

Year 4

Topic overview: States of Matter, Water Cycle, Flooding and its effects on human geography

Theme: Vikings and Dragons



Maths

Multiplication:

- I can recall and use multiplication and division facts for multiplication tables up to 12 x 12.
- count in multiples of 6, 7, 9, 25 and 1000
- I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- Recognise and use factor pairs and commutativity in mental calculations.
- Multiply two-digit and three-digit numbers by a one digit number using formal written layout.
- 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

I can relate area to arrays and multiplication.

Fractions: (2 weeks – another 2 weeks next half term too)

- I can recognise and show, using diagrams, families of common equivalent fractions
- I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Arithmetic:

Following weekly rotation of:

Monday: Multiplication

Tuesday: Division

Wednesday: Subtraction

Thursday: Addition

Friday: Fractions

English

Main Text types taught:

- **Persuade** – Advertising – Viking Dragon festival
- **Entertain** – Descriptive writing – Dragon Slayer (Literacy shed film)
- **Inform** – Explanation – how to create a Viking stew

Writing

Composition: Focus on planning for writing.

Handwriting: Spacing between letters and words and joining using appropriate joins.

Reading:

Comprehension: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Meaning of challenging vocabulary.

Continued decoding support.

Reading:

Comprehension: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Meaning of challenging vocabulary.
Summarising and making inferences.

Grammar and Punctuation

Reminders of Year 3 expectations:

	<ul style="list-style-type: none"> • Apostrophes for possession and contraction • Commas for lists • Explanation marks <p>Year 4 expectations</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using conjunctions, adverbs and prepositions to express time and cause. • Introduce through spelling the plural possessive apostrophe. <p><u>Spelling</u></p> <ul style="list-style-type: none"> • I can spell homophones and near homophones. • I can spell nouns ending in -ation (suffix) • I can spell words with the prefix sub- and super- • I can spell words using the plural possessive apostrophe 		
<p>Geography:</p> <p><u>Physical Geography:</u> Describe and understand key aspects of the water cycle:</p> <p>Explain how to change a solid into a liquid.</p> <ul style="list-style-type: none"> • Describe you how to turn a liquid into a gas. • Explain where the processes of evaporation and condensation are involved in the water cycle. • Explain that the water cycle keeps going. • Use the words condensation and precipitation to explain why it rains. • Use the words evaporation and condensation to explain why clouds form. • Explain some of the steps involved in cleaning water. • Suggest ways to remove dirt from water. • Explain what causes flooding and the effect it has on communities. 	<p>Art/DT:</p> <p><u>Creating a Viking Stew:</u> <u>Cookery DT2/2.1</u></p> <p>1) Cooking techniques – applying heat and using utensils and electrical equipment.</p> <p>Understand the source of the ingredients.</p> <p>Writing up how to make the stew (sequencing). Evaluating the taste, what they would do differently.</p>	<p>Science:</p> <p>NEW Topic: <u>Solids, Liquids and Gases – States of Matter:</u></p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>E-Safety The power of words and cyberbullying</p> <p>Computing: Animation through Pivot Animator</p> <ul style="list-style-type: none"> • History of animation • Story boarding animation • Animation and timing • Stop-motion animation

<p>Music</p> <p>Charanga: Glockenspiel Stage 2</p>	<p>MFL – (Spanish)</p> <p>Shopping</p> <ul style="list-style-type: none">• Fruit, vegetables, clothes• Items for dragons <p>Greetings and Farewells</p> <p>My name is...</p>	<p>PSHE: Relationships:</p> <p>Tolerance and diversity continued and looked at in more depth.</p> <p>British Values Focus:</p> <p>What's in the News? – discuss topical issues. CBBC newsround.</p>	<p>PE</p> <p><u>Outdoor:</u></p> <p>4Lewis = Tag Rugby 4Cowell = Rounders</p> <p><u>Indoor:</u></p> <p>4Lewis = Circuit Training 4Cowell = Aerobics</p>
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