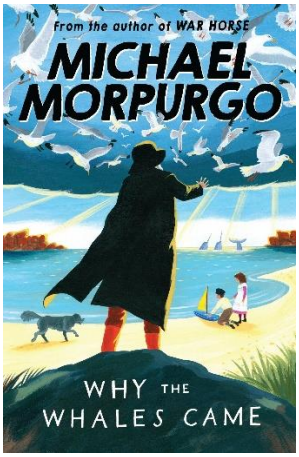
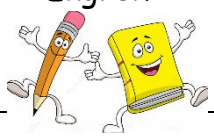
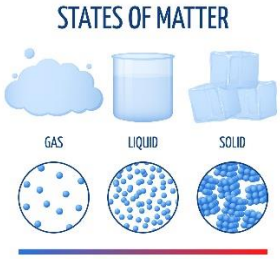
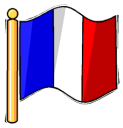
Curriculum Information – Year Four – Spring 2

Class text	**Why the Whales Came** **(Michael Morpurgo)**  **Writing opportunities:** ***Mystery narrative with dialogue, Character Description and Explanation text.***	
RE 	**Lent: living as followers of Jesus today** **Holy Week** **Lent: living as followers of Jesus today** • Know some reasons associated with the Church's practice of prayer, fasting and almsgiving during the season of Lent. • Know some of Jesus' teaching about forgiveness and will understand that this is a gift God freely gives. • Know that the Sacrament of Reconciliation is a celebration of this gift. • Know that Christians are called to follow Christ by the way they live their lives. • Understand that the Beatitudes of Jesus provide a guide for this. **Holy Week** • Have good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus.	
English 	**Reading** • Draw inferences from reading. • Predict from details stated and implied.	

	• Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Explain and discuss understanding of reading, maintaining focus on the topic. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text **Writing** ***Explanation- Why the Whales Came*** • Use standard forms of English verb inflections (They were/They did) • Use a wider range of subordinating conjunctions within an explanation context • Expand noun phrases further by adding adjectives and prepositions to modify the noun and develop description • Use prepositional phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. • Independently use commas after fronted adverbials • Plan the steps of the explanation • Effectively use paragraphs to organise ideas around a theme – introduction, stages of the process and conclusion. ***Character Description – Why the Whales Came*** • Work in role to 'interview' story characters. • Use some figurative language (similes) to build detail • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Use commas after fronted adverbials within a narrative context • Use apostrophes for singular and plural possession • Check appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Include character descriptions designed to provoke sympathy or dislike in the reader • Edit and improve writing ***Mystery narrative with dialogue – Why the Whales Came*** Create a story map for… • Dramatise the poem using freeze frames • Write in role as a character from the poem • Plan writing into paragraphs being conscious of relevance and theme. • Independently use inverted commas and other punctuation to indicate direct speech • Use commas in lists and after fronted adverbials • Use different ways to introduce or connect paragraphs • Independently develop using adjectives and figurative language to evoke time, place and mood. • Include appropriate character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Proof read, edit and improve
Maths 	**Fractions and Decimals** • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • Compare and order unit fractions, and fractions with the same denominators • Recognise and show, using diagrams, equivalent fractions with small denominators • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Practise counting using simple fractions and decimals, both forwards and backwards

	• Reason about the location of mixed numbers in the linear number system • Convert mixed numbers to improper fractions and vice versa • Recognise and show, using diagrams, families of common equivalent fractions • Add and subtract fractions with the same denominator • Recognise and write decimal equivalents of any number of tenths or hundredths • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	
Science 	**Do all materials change state?** **States of matter** • 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. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Working Scientifically** • Take accurate measurements using standard units, using a range of equipment including thermometers and data loggers • Setting up simple practical enquiries, comparative and fair tests • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using straightforward scientific evidence to answer questions or to support their findings.	
Geography 	**Why are rivers important?** • Know and label the main features of a river. • Explain the features of a water cycle. • Use maps, atlases, globes and Google Earth to locate some of the world's longest rivers.	
Design and Technology 	**How can we design a product that is both useful and safe using electricity?** • produce a plan of a night light and explain it • to make a simple circuit and add components to it • add electricity to make motion or light • to know how to make a range of simple and secure connections	

PSHE 	This half-term in PSHE we will be learning about how our bodies change as we get older from a Catholic perspective. Throughout the year, we will be continuing to follow the Ten:Ten 'Life to the Full' programme for RSHE. Please log into the parent portal to access Information about the programme your children will be following, access to resources and suggestions for further activities at home. www.tentenresources.co.uk/parent-portal/ You will need the following login credentials for our school: Username: st-mary-st6 Password: vision24-st6	
Computing 	**Writing for different audiences** • To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign.	
PE 	**This half-term PE will take place on Tuesday** Athletics • To develop ability to jump as far as they can! • To develop knowledge of how to use their body to maximise performance • To develop ability to hurdle effectively • To develop ability to Triple Jump effectively • To develop ability to throw the Javelin effectively • To develop ability to run the 400m effectively	
Music 	**Music continues to be taught by Mrs Amison. Children will continue to have their instrument lessons on a Wednesday afternoon.**	

French 	**French weather and the water cycle** **Intended outcome of the unit** Use a physical response to show their understanding of six to eight weather phrases. Repeat new phrases with accurate pronunciation. Say at least two sentences intelligibly to convey the weather in a given place. Point or move in the correct direction during a compass points game. Understand and say several directions and weather sentences. Place weather symbols in the correct locations on a map. Match at least three temperature numerals and words correctly. Say the correct number for a temperature. Show an understanding of the water cycle and relevant cognates in both English and French.	
Key events for the half term		
Homework	**Daily Homework** • Daily Maths homework will be five questions practicing the four basic operations and a reasoning/problem solving question. **They should be completed and returned daily.** • Daily English homework will support the development and enrichment of vocabulary, punctuation and grammar. Words will be taken from class texts, stories read in school and the wider curriculum. **They should be completed and returned daily.** **Weekly Homework** • Children will receive **two** pieces weekly (one in their purple book and one on Teams) • One piece of work will be English or Maths and rotated on a weekly basis. • One piece of homework will be based on learning in the wider curriculum. It will focus on either Science, History, Geography, Art, DT, French, Computing or PSHE (these subjects will be rotated on a weekly basis). • **This homework will be handed out on Thursday and to be handed in on the following Tuesday.** **Reading Diaries** • Children are encouraged to read at home daily (for at least 20 minutes) and are expected to have their diaries signed by an adult at least 3 times a week. **Times Tables**	

	• Times Tables should be practiced regularly. Children are tested on their times tables every Friday.