

# The Half Term Ahead

## Year 4: Spring 1

**Earth Charter links:** Past and peace  
**Big Question:** What did the Early Islamic civilisation do for us?

**Launch Event:** Islamic Geometric Designs  
**Visits, visitors & trips:** Fire Safety visit, Ukelele lessons, assembly with link school India  
**Finale Event:** Aladdin performance (Spring 2)

Key dates	Home Learning Expectations								
<p><b>Please put these dates in your diary:</b></p> <ul style="list-style-type: none"> <li>⇒ INSET days – Monday 6<sup>th</sup> and Tuesday 7<sup>th</sup> January</li> <li>⇒ Weekly – Thursdays Ukelele visit</li> <li>⇒ Fire service visit – 10<sup>th</sup> January</li> <li>⇒ Parents evenings – 13<sup>th</sup> and 15<sup>th</sup> January</li> <li>⇒ Bird Watch Week – 24<sup>th</sup>-26<sup>th</sup> January</li> <li>⇒ Parent Calculation Workshops – 2<sup>nd</sup> February</li> <li>⇒ Assembly with link school in India to share pen pal letters – Thursday 6<sup>th</sup> February</li> <li>⇒ Avonwood Talent Show: Thursday 13<sup>th</sup> February</li> <li>⇒ Benchball Interhouse Competition: Friday 14<sup>th</sup> February</li> </ul>	<p><b>Reading every day: the power of 1:1 reading</b>            The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p><b>Home Learning cycle: standardised deadlines</b></p> <ul style="list-style-type: none"> <li>⇒ The homework cycle begins on Friday</li> <li>⇒ All homework is due to be completed by Thursday morning of the next week.</li> </ul> <p><b>Tasks/activities in addition to reading at home daily:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0056b3; color: white;"> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>5x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Around 15 minutes a week via Spelling Shed</td> </tr> <tr> <td>'Times Tables Rockstars'</td> <td>5x 10min sessions a week</td> </tr> </tbody> </table>	Activity	Expectation	Doodle Maths	5x 10min sessions a week	Spellings	Around 15 minutes a week via Spelling Shed	'Times Tables Rockstars'	5x 10min sessions a week
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<p><b>Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')</b></p> <ul style="list-style-type: none"> <li>⇒ Challenge 1: Gather facts about your favourite animal or place, can you create your own Vlog/video/podcast as if you are David Attenborough and present your information about your favourite animal or place?</li> <li>⇒ Challenge 2: Can you write your own traditional tale in an untraditional place? E.g. Aladdin in space?</li> <li>⇒ Challenge 3: Put an ice-cube in three different locations. Write a prediction, which one do you think will melt first? Monitor your experiment and write up whether you were right and why you think that one melted the quickest.</li> <li>⇒ Challenge 4: What is the highest number that you can make by multiplying a 3-digit number by a 1-digit number?</li> <li>⇒ Challenge 5: How can you use factor pairs to work out <math>17 \times 8</math>? Is there more than one method?</li> <li>⇒ Challenge 6: Can you write a set of instructions to explain how to multiply a 3-digit number by a 1-digit number?</li> </ul>	<p><b>Home Learning cycle: standardised deadlines</b></p> <ul style="list-style-type: none"> <li>⇒ The homework cycle begins on Friday</li> <li>⇒ All homework is due to be completed by Thursday morning of the next week.</li> </ul>								



# Curriculum Overview

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Reading: Key Text	<b>Arabian Nights – Usborne</b> Give / explain the meaning of words in context   retrieve and record information / identify key details from fiction and non-fiction   summarise main ideas from more than one paragraph   make inferences from the text / explain and justify inferences with evidence from the text   predict what might happen from details stated and implied   identify / explain how information / narrative content is related & contributes to meaning as a whole   identify / explain how meaning is enhanced through choice of words and phrases   make comparisons within the text
Writing & Grammar	<b>Creating Narrative: Traditional Tales - Usborne Illustrated Arabian Nights</b> <ul style="list-style-type: none"> <li>- Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters)</li> <li>- Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters)</li> <li>- Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul> <b>Dual Purpose Writing: David Attenborough Wildlife Voiceovers - Atlas of Animal Adventures – Rachel Williams &amp; Emily Hawkins</b> <ul style="list-style-type: none"> <li>- Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience (e.g. clear differences in language to entertain and language to inform)</li> <li>- Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>- Show an understanding of some of the differences between Standard English and non-standard English (e.g. by using 'I aint' or 'we was' when writing dialogue)</li> </ul> <b>Cross-curricular / Additional writing opportunities:</b> write up of experiment re different temperatures or water explanation text of the water cycle   Important individuals in the Early Islamic Civilisation
Spelling	Words ending in '-ous' including those where 'ge' from   Words where a suffix is added to words ending in 'y'   Words ending in '-ious' and '-eous'   Challenge words   words where 'au' makes an /or/ sound   words ending in '-tion'   words ending in '-ssion'
Maths	<b>Multiplication and division B</b> Factor pairs   Use factor pairs   Multiply by 10   Multiply by 100   Divide by 10   Divide by 100   Related facts – multiplication and division   Informal written methods for multiplication   Multiply a 2-digit number by a 1-digit number   Multiply a 3-digit number by a 1-digit number   Divide a 2-digit number by a 1-digit number   Divide a number by 3-digit number by a 1-digit number   Correspondence problems   Efficient multiplication    <b>Length and perimeter</b> Measure in kilometres and metres   Equivalent lengths   Perimeter on a grid   Perimeter of a rectangle   Perimeter of a rectilinear shape   Find missing lengths in rectilinear shapes   Calculate the perimeter of rectilinear shapes   Perimeter of regular polygons   Perimeter of polygons
Science	<b>Particle Model and States of Matter: Chemistry</b> States of Matter and the Particle Model   Changing State   Temperature   Evaporation   The Water Cycle
RE	<b>Theology: Christianity/Humanism/Islam</b> Poverty and justice   Self-sacrifice   How do some Christians think about self-sacrifice   How do some Muslims think about self-sacrifice   How do some Humanists think about self-sacrifice
PSHE	<b>Dreams and Goals</b> Hopes and Dreams   Failed Dreams   Overcoming disappointment   Resilience   Planning Tools
PE	<b>Invasion game: volleyball/handball   Yoga</b>
Computing	<b>Data logging: Using a computer to review and analyse data</b> Gather data and use it to answer questions   use digital device to collect data automatically   identify and use data to find information
Humanities	<b>History: Early Islamic Civilisations</b> <i>What did the early Islamic civilisation do for us?</i> Science and knowledge was an important part of religion   House of Wisdom   Inventions   Community and Family (cities)   Power, Empire and Democracy: Caliphs   Interpreting evidence as a historian
Art & DT	<b>Design Technology: Pulleys, linkages and cams</b> Introducing pulleys   Introducing linkages   Designing an Aladdin scene   Creating an Aladdin scene   Evaluation
Music	<b>Instrument Time:</b> Learning to play the ukulele   Note Values - Recognition of Musical Notes   Musical Vocabulary - Linked to project
MFL	<b>Saying what I and other do:</b> Infinitive – regular ER verbs (singular)   Definite articles – le, la, l'   Possessive adjectives – mon, ma, ton, ta   'de' for possession   Range of regular –ER verbs   Family members   Range of nouns, adjectives and adverbs

