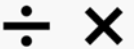
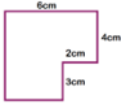
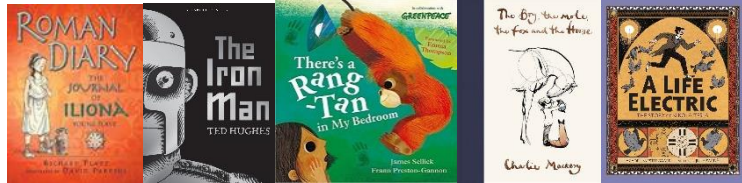









Term: Spring 2025		Year: 4
Mathematics	English	
<p>This term we will be covering the following units of work:</p> <p>Multiplication and division. </p> <ul style="list-style-type: none"> Factors and multiples Multiply and divide 3-digit numbers by 1 digit <p>Length and perimeter.</p> <ul style="list-style-type: none"> Equivalent lengths (kilometres and metres) Calculating perimeter of rectilinear shapes  <p>Fractions</p> <ul style="list-style-type: none"> Calculating tenths Finding equivalent fractions Adding and subtracting fractions Fractions of a number or an amount <p>Decimals</p> <ul style="list-style-type: none"> Recognise tenths and hundredths Divide 1 and 2 digit numbers by 10 and 100 using a Place Value Grid 	<p>Writing:</p>  <p>These are some of the texts we will be looking at in English and for our class reading.</p> <p>The children will have opportunities to write a:</p> <ul style="list-style-type: none"> Diary entry Newspaper Report Narrative Biography <p>During Guided Reading the children will be:</p> <ul style="list-style-type: none"> Developing the skill of summarising main ideas from more than one paragraph. Developing the skill of sequencing the key events in the text. 	
	Spelling	
	<p>Year 3 & 4 spelling list words and spelling patterns including:</p> <ul style="list-style-type: none"> Adding suffixes -er, -ing to verbs Words containing 'y' where it sounds like 'i' Words containing 'ou' where it sounds like 'u' Common exception words Words containing prefixes (il-, ir-, sub-, inter-, super-, anti-, auto-) Homophones 	
	Handwriting	
	<p>This term we will be continuing to practise using the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left not joined. We aim to increase the legibility, consistency, and quality of handwriting.</p> <p>We will also be focusing on correct sitting posture, to further aid our children's writing.</p> 	
How to help at home	Educational visits, visitors and key dates	
<p>Talk about their day – share in their learning.</p> <p>Read together daily and ask different types of questions about the text (retrieval, inference, prediction, authorial intent...). Play spelling and times table games. Practise using maths in real life situations, e.g. using money or telling the time. Support with weekly homework.</p>	<p>11th February – Online safety day 17th – 21st February – Half-term 25th & 27th February – Parent/Teacher consultations 3rd March – Careers week 6th March – World Book Day 10th March – Science week 3rd April – Easter Egg Hunt & Bonnet parade</p>	
	Key texts	
	<ul style="list-style-type: none"> There's A Rang-tan In My Bedroom The Journal of Iiona – A Young Slave The Boy, The Mole, The Fox and The Horse The Iron Man A Life Electric: The Story of Nikola Tesla 	

Creative Development	Personal and Social Development	Knowledge and Understanding of the World
<p>Art: Children will explore artists who create ‘Storytelling Through Drawing’.</p> <p>Music: Children will learn and perform ‘Stop!’ – a song/rap about bullying. Children will explore how to use their voices to create rhythmic patterns by rapping lyrics. Children will also have the chance to create their own verses.</p> <p>Design Technology: Children will design and make a stable pavilion structure using a variety of materials.</p> <p>Computing: In Spring 1, children will create programs by planning, modifying and testing commands to create shapes and patterns.</p> <p>In Spring 2, children will collect different forms of data and use a computer to analyse and review.</p>	<p>Personal, Social, Health Education: We will be teaching the ‘Healthy and Safer Lifestyles’ topic. During PSHE lessons children will have the opportunity to take part in team building games, develop strategies to problem solve and develop personal strategies to deal with different emotions. PSHE lessons will also provide regular time for discussions.</p> <p>Spring 1: Personal Safety: the children will identify and explain how they can keep themselves safe.</p> <p>Spring 2: Managing Safety and Risk: Children will learn what it means to take responsibility for their own safety. This will include peer pressure, everyday risks, hazards, and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol.</p>	<p>Science: In Spring 1, the children will learn how sounds are made and how they travel through a medium to our ear, as well as exploring pitch and volume.</p>  <p>In Spring 2, Children will learn to identify common appliances that run on electricity, construct a simple series electrical circuit and identify and name basic parts of a circuit. Children will learn to recognise some common conductors and insulators.</p> <p>Geography: Children will explore features and key characteristics of the Amazon rainforest to compare to another forest nearby.</p> 
<p>Physical Development and Well being</p>		
<p>PE will be on Tuesday mornings, with a Gymnastics coach and Mrs Liber, as well as on Friday mornings, with a Dance coach and Mrs Hodson. Children are to come to school in their uniform and change into their PE kit, in school, on these days. Jewellery (including earrings) must be removed.</p> <p>Children will continue to access the Wellbeing corner in the classroom as well as exploring various calming exercises for which we began last term.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>		
<p>History: Children will explain reasons for the Anglo-Saxon invasion of Britain, identifying life as an Anglo-Saxon.</p>  <p>Religious Education: Children will explore the following religions – Hinduism and Sikhism.</p>		