

## Year 4 – Spring 2

### Stone Age to Iron Age

#### Literacy

##### **Diary Writing**

- To identify the features of diary writing
- To write emotively
- To write events in chronological order using paragraphs
- To use detailed description in writing – using adjectives, adverbs and fronted adverbials

##### **Narrative Writing**

- To learn a sequence of events, using actions, story maps and verbal rehearsing.
- To use a range of adjectives and adverbs in narrative.
- To use BABHAT connectives in narrative to extend ideas in sentences.
- To use a range of openers in a creative way.
- To use punctuation including inverted commas and possessive apostrophe correctly
- To adapt and imitate a narrative using the main theme of the text.

#### Numeracy

- To count in multiples of 6, 7, 9, 25 and 1000.
- To estimate and use inverse operations to check answers.
- To simplifying improper fractions
- To adding and subtracting fractions
- To solve problems involving fractions and time
- To write decimals in tenths and hundredths
- To compare and order decimals
- To write fractions as decimals

#### Science

- To identify common appliances that run on electricity.
- To identify potential dangers in using electrical appliances and how to avoid them.
- To identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.
- To construct a simple series electrical circuit, identifying and naming its parts, including cells, wires, bulbs, switches and buzzers.
- To recognise some common conductors and insulators.
- To draw circuits using pictures and scientific symbols.

#### Computing.

- To understand variables in computer coding
- To use variables to keep track of scores in a game
- To know how to count and total objects in coding

#### Art/DT

- To complete a cross stitched design
- To use mouldable materials to make a model of Stonehenge.

#### History

- To understand the timeline from stone age to iron age and how this fits into history before the Romans
- To know what life was like in the Stone (Palaeolithic, Mesolithic, Neolithic) Bronze and Iron ages.
- To recognise changes in geography over the period
- To understand how archaeology plays key role in understanding prehistory
- To know about significant finds from the periods in England
- To know how tools developed over these periods

## RE

- To understand key facts and basic history of Judaism
- To become familiar with the Ten Commandments
- To identify important Jewish artefacts
- To recognise features of a synagogue
- To understand Jewish prayer and artefacts worn during worship
- To know about the celebration of Passover

## PE

### **Indoor/ Yoga**

- To identify and perform Yoga positions
- To control movements with increasing accuracy
- To develop flexibility
- To recognise the benefits of exercise on body and mind

### **Outdoor/ Football**

- To play in a team and help each other.
- To recognise when speed, strength and stamina are important in games.
- To develop their attacking and defending skills.
- To use and adapt tactics, such as creating space and communicating in different game situations.
- To develop the range and consistency of their passing and receiving skills.
- To use rules and adapt tactics in different situations.
- To explore how to dribble and stop a football.
- To recognise aspects of their work that needs improving.

## Music

- Charanga scheme of work – develop skills in composing and performing music
- To understand rhythm and pitch

## British Values

### Rule of Law.

- Newspaper articles – Criminal Cases in the newspapers.
- The Shang Dynasty – Ancient China's rules and regulations.
- Assemblies and news updates – Young offenders institutions.
- PE: Football, rules.