



YEAR 4 – Spring 1

Topic/theme

Misty Mountain, Winding River

Reading

Over the course of the Spring term, we will be listening to and discussing a wide range of fiction, poetry, non-fiction and reference books to enjoy and develop reading for a range of purposes. We will be discussing words and phrases that capture the reader's interest and imagination as well as drawing inferences from characters' feelings and justifying inferences with evidence. We will also be predicting what might happen from details stated and implied. During our lessons, we will retrieve and record information and participate in discussion about a variety of texts. Our fiction text this term is *The King of the Cloud Forests* by Michael Morpurgo while our non-fiction text is *How to Survive On A Mountain*. In our poetry reading lessons we will look at, and be inspired by, riddles.

Writing

During the Spring term, the children will explore both fiction and non-fiction based on their topic 'Misty Mountain, Winding River'. Our writing cycles will be inspired by books like 'The King of the Cloud Forests' and 'Five Children and It!'. They'll also dive into non-fiction works about survival on mountains and rivers around the world. This term will include writing adventure narratives about climbing mountains, crafting newspaper reports and creating non-chronological reports. Throughout the Spring term, students will enhance their writing skills. They'll work on punctuation, grammar, and vocabulary including developing their understanding of the effect of organisational devices such as adverbial phrases and pronouns. They will also learn about prepositions to help improve their expanded noun phrases. In addition to these skills, the children will further explore how to accurately punctuate direct speech, explore the purpose of using impersonal styles and develop their understanding of cohesive devices will help them connect paragraphs effectively.

During this term, the children will explore various poetry forms like riddles, limericks, and tanka poetry. The children will also experiment with figurative language to set moods and atmospheres during their narrative writing. They will be given the opportunity to practise shifting between present and past tense whilst continuing to develop their editing and redrafting skills.





Maths

Graphs: In this chapter, pupils will learn how to interpret picture graphs and bar graphs. They will be introduced to line graphs and how they are used to measure change over time. They will interpret line graphs and use information collated in a table to draw a line graph. Pupils will make predictions based on trends identified in data.

Fractions: In this chapter pupils will be introduced to hundredths. They will learn about mixed number fractions and improper fractions. They will learn how to convert between mixed numbers and improper fractions. They will learn how to add and subtract fractions and will solve addition and subtraction word problems.

Time: Pupils will learn about the 24-hour clock. They will learn how to use both the 12-hour clock and the 24-hour clock. They will convert between units of time, such as minutes and seconds, and hours and minutes. Pupils will learn how to solve time problems involving conversions and will calculate durations of time in relation to word problems.

Geography

In the Misty Mountain, Winding River project, children will learn about the characteristics and physical processes of rivers, including how they shape the landscape over time, their significance around the world and the impact of flooding. They will learn how to use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map, as well as how contour lines are used to show the topography of an area. They will have the opportunity to learn about the stages of the water cycle and about mountains and their different formations, studying mountain ranges in the United Kingdom and around the world. They will also learn about habitats and how human and natural influences can have an impact on the environment.

PSHE

Dreams and Goals: In this Puzzle, the children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.





Science

This half term, children will be learning about states of matter. Children will start by looking at different materials, grouping them how they have in previous years, before breaking it down into solids, liquids and gasses. After that, children will spend two lessons looking at evaporation, placing this into the context of the water cycle. Children will then go the other way and look at frozen/solid objects. Finally, children will research the melting/freezing points of different materials to establish that solids liquids and gasses apply to a range of materials.

Art and Design

Vista: This project is linked to Misty Mountain, Winding River.

This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.

Music

This term's lessons will explore 'Stop!' a song/ rap about bullying. Children will listen to, appraise and evaluate the songs they listen to and learn about the interrelated dimensions of music through games, singing and composing.

Religious Education

This term's RE lessons will explore Judaism and Shabbat. Children will learn about the importance of Shabbat (Sabbath) and how it is the Jewish day of rest. They will also learn how Jews believe God created the world in six days and rested on the seventh. Children will explore what Jewish people do during this time and how important it is for Jewish people to prepare.

PE

Dance: The children will be covering dance during the first half of the Spring term. They will be making links to history as they explore Roman dance. Children will begin by developing their movements to match specific events from history before choreographing and evaluating dances as a class. Finally, they will produce a routine as part of a small group in the style of the Romans.

