

Science – Looking at States



- 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 (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

English



Reading

- identifying themes and conventions in a wide range of books
- begin to make inferences based on what has been read

Writing – Non-chronological reports

- organise paragraphs around a theme
- in narratives, create settings, characters and plot
- in non-narrative, use simple organisational devices [for example, headings and sub-headings]

Maths – Multiplication and Division



- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

History – Roman Britain

- develop a chronologically secure knowledge and understanding of British history
- address historically valid questions about change, cause and significance
- construct informed responses that involve the thoughtful selection and organisation of historical information
- understand how our knowledge of the past is constructed from a range of sources



YEAR 4 SPRING 2

We will be learning to...

Computing – We Are Bloggers



- become familiar with blogs as a medium and a genre of writing
- create a sequence of blog posts on a theme
- incorporate additional media
- comment on the posts of others
- develop a critical, reflective view of a range of media, including text.

Music



- Understand what pitch is and how it can be identified in different pieces of music

PSHE – Relationships and Sex Education



- be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.
- be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood.
- be able to identify an area for which they can take more responsibility

RE – Salvation: Why do Christians call the day Jesus died 'Good Friday'?

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- Give examples of what the texts studied mean to some Christians.
- Make simple links between the Gospel texts and how Christians mark the Easter events in their church.



Design Technology – Textiles



- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated sketches, prototypes, final product sketches and pattern pieces.
- Plan the main stages of making.
- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
- Select fabrics and fastenings according to their functional characteristics.