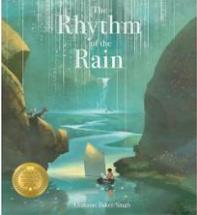
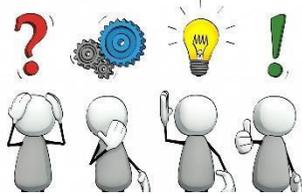
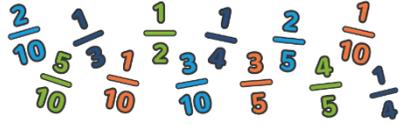


# Newchurch Community Primary School - Share in our learning... **Year 4 Spring B**

<b>English:</b> <b>Reading for Pleasure: The boy at the back of the class by Onjali Q Rauf</b> This is the story about how one ordinary nine-year-old child and three classmates are full of empathy for Ahmet, a boy that comes to their school as a refugee from Syria (he is the boy at the back of the class). Through their sensitivity, curiosity, ingenuity, bravery and innocent niceness, they make a massive impact on Ahmet's life, friends, class, school, community and wider world		<b>Poetry: The Roman Centurion's Song by Rudyard Kipling</b> Within this unit, we will be using our knowledge from our History lessons to create a poem using a structure. Line 1- A noun Line 2- Two adjective Line 3- Three verbs Line 4- A four-word phrase Line 5- A different noun							
<b>Week One</b> <b>Mystery Narrative</b> 		<b>Week Two</b> <b>Explanation Text</b> 		<b>Week Three</b> <b>Procedural Writing</b> 		<b>Week Four</b> <b>Children's Choice Narrative</b> 		<b>Week Five</b> <b>Non-chronological Report</b> 	
<b>Children will be able to use;</b> Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person		<b>Children will be able to use;</b> Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English		<b>Children will be able to use;</b> Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person		<b>Children will be able to make;</b> Links between opening and resolution Links between paragraphs help to link one idea to the next Paragraphs organised correctly to build up to key events Use a variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story Language Simile and Metaphor Adverbs for Frequency or Subtlety Conjunctions to add information Power of 3		<b>Children will be able to use;</b> Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	

## Mathematics:

Along with our arithmetic and calculation skills we will be looking at the following areas of the curriculum:

Fractions	Decimals
	

We will be looking to master a wide range of targets linked to these areas, such as:

- Equivalent fractions.
- Counting in fractions.
- Adding and subtracting Fractions.
- Calculating quantity of fractions
- Recognising tenths and hundredths
- Tenths on a place value grid and on a number line
- Dividing 1 and 2 digits by 10 and 100
- Hundredths as decimals
- Hundredths on a place value grid

### Useful websites:

<https://www.youtube.com/watch?v=362JVVvgYPE>

<https://www.thenational.academy/teachers/programmes/maths-primary-ks2-l/units/fractions-0678/lessons>

## Science:

Our scientific studies will continue to focus on **Animals including humans** where we will look at different animals and begin to classify them by their characteristics. For this, we will need to use the knowledge learned from previous years about animals in their habitats and the five distinct groups: mammals, reptiles, fish, amphibians and birds. We will begin to explore that animals can be grouped in different ways and will explore classification keys to support this discussion. Finally, we will explore how environments can change and how these changes- both natural and man-made can pose dangers to living things.

### Useful websites:

<https://www.bbc.co.uk/bitesize/articles/zrckg7h>

<https://www.bbc.co.uk/bitesize/clips/ztbw2p3>

## Physical Education:



Coordination  
Sending and Receiving



Counter Balance  
With a Partner



Within our PE units, the children will develop and apply their sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

We will also be continuing with our swimming lessons.

## History:

This half term's enquiry- **What was the impact of the Roman invasion on Britain?**

The children will be working like Historians to discover what life was like during the Roman invasion and finding out about significant people.

## Geography:

This half term's enquiry- **Why are rainforests important to us?**

The children will be exploring the layers of the rainforest and learning about the people that live there. Following this, they will investigate how people use the woodland in their local area. [ldO\\_G1w](#)

## DT: Food Technology

For Design and Technology this half term, Year 4 will be putting their culinary skills to the test by making chicken or vegetable fajitas.



## Religious Education:

### Christianity

Surrounding the theme of Easter the children will consider questions about what they are prepared to sacrifice or never sacrifice? They will consider ways other people sacrifice things in their lives to help others and why this could be challenging. They will look at how Jesus sacrificed himself at Easter and reflect on the significance of Eucharist to Christians.



### Useful websites:

<https://www.bbc.co.uk/bitesize/clips/zqr87ty>

## Music: Adapting and transposing motifs



Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. They will practise and perform a song about the Romans, recapping what we have previously learned in History and Spanish this year.

What are banks and how do they make money?



## PSHE: Money and Work

In this unit we will be learning about how and why we use banks and why it is important.

Discussing the difference between wanting things and needing things and the idea of saving and budgeting to keep a track on what we spend. The children will also think about how to keep their money safe and the possibility that people may try to scam people out of their money.

### Useful website:

<https://www.bbc.co.uk/bitesize/articles/z2nyp4j>

## Languages:

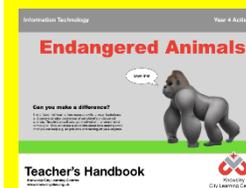


### Los Habitats

In this half term, we will explain in Spanish the key elements animals

and plants need to survive in their habitat. Give examples in Spanish of the most common habitats for plants and animals and name an example of these habitats.

## Computing: Endangered animals



The class will explore endangered animals, exploring different images and information which can be used to create and record a video clip. We will also use Google Earth to explore different locations and environments.

### Useful websites:

<https://kids.britannica.com/kids/article/endangered-species/353099>