

Spring Term

Class 4

**Overcoming obstacles**

 Enquiry Question: Does it take bravery to become an inventor?

**Bravery**

Key concepts

**Determination**

**Curiosity**

**Curriculum**

Welcome to an exciting and question-rich spring term. Through our project question, we aim to explore, in more depth, many elements of the wider curriculum. The question will also seek to help children think about challenges and failures, and introduce a more positive mindset to tasks they might face in school and in the real world.

**Literacy**

**Maths**

* Fractions Compare and order fractions whose denominators are multiples of the same number. Compare and order fractions, including fractions > 1
* Identify, name and write equivalent fractions of a given fraction,
* Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
* Recognise mixed numbers and improper fractions and convert between
* Add and subtract fractions with the same denominator
* Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
* Multiply proper fractions and mixed numbers by whole numbers
* Multiply simple pairs of proper fractions, writing the answer in its simplest form
* Divide proper fractions by whole numbers
* Read and write decimal numbers as fractions
* Associate a fraction with division and calculate decimal fraction equivalents
* Solve problems involving multiplication and division
* Read, write, order and compare numbers with up to three decimal places.
* Recognise and use thousandths and relate them to tenths, hundredths
* Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
* Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000
* Round decimals with two decimal places to the nearest whole number
* Multiply one-digit numbers with up to 2 decimal places by whole numbers.
* Use written division methods in cases where the answer has up to 2 decimal places.
* Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100,
* Solve problems involving the calculation of percentages
* Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
* Recognise and use square numbers and cube numbers
* Know and use the vocabulary of prime numbers, prime factors and composite numbers
* Establish whether a number up to 100 is prime and recall prime numbers up to 19
* Y6 Use simple formulae Generate and describe linear number sequences.
* Express missing number problems algebraically.
* Find pairs of numbers that satisfy an equation with two unknowns.
* Enumerate possibilities of combinations of two variables. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
* Solve problems involving similar shapes where the scale factor is known or can be found.
* Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
* Children will plan their writing by identifying the audience, noting and developing initial ideas and consider how authors have developed characters and settings.
* Draft and write by selecting appropriate grammar and vocabulary, using a wide range of device, describing settings, characters and atmosphere, and summarising longer passages.
* Evaluate and edit by assessing the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation,
* Proofread for spelling and punctuation errors.
* Piece 1. Poetry – A.A Milne
* Piece 2. Poetry – Nonsense poetry
* Piece 3. Non – chronological report
* Piece 4. Newspaper article.

**Other curriculum areas**

* Geography:
	+ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	+ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time.
* History:
	+ A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 For example: a significant turning point in British history – Industrial revolution
	+ Bronze Age religion, technology and travel, for example, Stonehenge
	+ Iron Age hill forts: tribal kingdoms, farming, art and culture
* Art and Design
	+ J.M.W.Turner use of light - watercolour
	+ Light/torch artwork using shadows
* Music
	+ Improvise and compose music for a range of purposes using the interrelated dimensions of music
	+ develop an understanding of the history of music
* Computing
	+ Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

**Science**

* Recognise that light appears to travel in straight lines
* Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
* Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
* Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
* Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
* Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

**Intended Outcome**

Children to learn and develop skills that will enable them to critically discuss, form their own opinions and prepare them for key issues as they progress through school and beyond.



This overview shows the intended learning, which may change due to pupil interests and questions.

**Important Diary dates**

* 1st April - Break up for Easter