



We are a learning community with the spirit to succeed

Holywell Primary School

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Curriculum map Spring 2 – Year 4

Subject Area	Content
Power of reading	This term our book is called 'The BFG'. Our Science and Humanities lessons will be linked to this book to help support our writing in English and other related learning.
English	<p>Spoken Language: To ask questions to clarify or develop my understanding. To sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. To show understanding of the main point and the details in discussion. Adapt what is being said to the needs of the listener or audience.</p> <p>Reading: This term children's learning will be based around the text 'The BFG'. They will be developing comprehension around the text through questions, drama and making predictions.</p> <p>Writing: Children will be exploring and writing explanation texts and playscripts. They will improve their writing by changing grammar and vocabulary to improve consistency.</p> <p>Spelling, vocabulary, grammar, and punctuation: To use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. To consistently use fronted adverbials. To write in paragraphs. To use inverted commas and other punctuation to indicate direct speech.</p>
Maths	<p>Fractions: Fractions in the context of measure Equivalent fractions, ordering and comparing</p> <p>Multiplication and division: Multiply two and three digit numbers by one digit number using formal written method Divide two and three digit numbers by one digit number using formal written method Multiplication and division worded problems, formal written methods</p>
Science	<p>Working scientifically:</p> <ul style="list-style-type: none"> -Asking relevant questions and using different types of scientific enquiries to answer them. -Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. -Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. -Recording and reporting findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.



	<p>Science content: Sound Identify how sounds are made, associating some of them with something vibrating.</p> <ul style="list-style-type: none"> • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. <ul style="list-style-type: none"> • • Recognise that sounds get fainter as the distance from the sound source increases.
<p>Computing</p>	<p>Writing for different audiences In this unit, children learn that technology can be used to organise, reorganise, develop and explore ideas, and that working with information in this way can aid understanding. It also gives children opportunities to discuss their experiences of using computing and how it is used in the wider world. Children will be able to apply what they have learnt in this unit when identifying key points in a story or account, writing accounts in which details of character and action are used to interest the reader and using evidence and examples to support key points.</p>
<p>Humanities</p>	<p>The children will be learning this term about the EU with a focus on France. They will explore the following geographical knowledge and skills in this unit.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> - Identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. <p>Place knowledge</p> <ul style="list-style-type: none"> - Understand how physical processes can cause hazards to people. - Describe some advantages and disadvantages of living in hazard-prone areas. <p>Human and physical themes</p> <ul style="list-style-type: none"> - Use simple geographical vocabulary to describe significant physical features and talk about how they change. - Describe a river and mountain environment using appropriate geographical vocabulary. - Identify and sequence a range of settlement sizes from a village to a city. - Describe the characteristics of settlements with different functions, e.g. coastal towns.

	<ul style="list-style-type: none"> - Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. <p>Fieldwork and investigations</p> <ul style="list-style-type: none"> - Make a map of a short route with features in the correct order and in the correct places. <p>Map skills</p> <ul style="list-style-type: none"> - Use atlases, maps and globes. - Locate photos of features on a map. - Use four -figure coordinates to locate features. - Identify that six figure grid references can help you find a place more accurately than four figure coordinates. - Use plan views. - Give maps a key with standard symbols. - Use maps and aerial views to help talk about views from high places.
RE	This term we will be learning about The Story of Baisaikhi and learning about the different garments that are worn by the Sikh Community.
PSHE	Going for Goals- There will be a Key Stage Assembly on a Monday from a member of SLT and children will discuss in class during the week.
PE	In this unit we will be going swimming to strengthen our skills.
Music	The children will be continuing their Charanga scheme and children will also get to experience playing the cornet this term.
Art and Design	The children will receive an Art lesson each week from our specialist Art teacher, which will focus on different art element each week.
Spanish	The children will continue to develop their knowledge and understanding of Spanish through the Modern Foreign Language teacher.

