Year 4 – Spring 1 Curriculum Leaflet
Learning Project: Blue Abyss
Subject Focus: Science

Memorable Experiences:
Virtual reality tours of the oceans layers and the Great Barrier Reef.
Art exhibition for parents.
Local area walk

History

19th Century ocean exploration

PSHE
Relationships

Geography
Seas and oceans of the world
The Great Barrier Reef
Environmental Issues
Field work study of local area

Computing
Debugging and simple algorithms with Mr Riley.

Modern Foreign Languages
Revising days of the week, months of the year and simple greetings. Beginning to have short conversations.

English

- Poetry using personification
- Dilemma stories
- Biography
- Persuasive letters

***Please visit the Y4 Curriculum page on the website for more detail.**

Maths

- Count in multiples of 6,7,9,25 and 1000.
- Counting backwards through zero to include negative numbers
- Roman numerals: 1-100 (I to C) understanding the Roman numeral system changed to include the concept of zero and place value.
- Recognise the place value of each digit in a 4 digit number (thousands, hundreds, tens and ones).
- Round any number to the nearest 10, 100 or 1000.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Fractions – finding common denominator and families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundreds arise when dividing an object or number by one hundred and dividing tenths by ten.
- Add and subtract fractions with the same denominator.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

Science: Living things and their habitats, animals including humans and working scientifically.

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Art and Design Technology
Observational drawing
3-D Models
Clay sculpture
Printing
Paintings of ocean layers

Music
Singing with Gareth

Physical Education
Gymnastics
Dance

Religious Education
Expressing – Why do some people think that life is like a journey?
Living- What does it mean to be a Christian in Britain today?