



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 half term our focus books are, 'Fly Eagle Fly' and 'The Amazon River'
English	<p>This term our areas of focus will be:</p> <p>The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').</p> <p>Use of speech marks (inverted commas) to punctuate direct speech. Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots).</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>Appropriate choice of pronoun or noun within and across sentences to avoid ambiguity and repetition.</p> <p>Fronted adverbials. <i>Later that day,</i> I heard the bad news.</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</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</p> <p>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.



	<p>-Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>-Recording and reporting findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Science content: Sound</p> <p>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. • Recognise that sounds get fainter as the distance from the sound source increases.
<p>Computing</p>	<p>Using Logo</p> <p>In this unit children will:</p> <ul style="list-style-type: none"> • Learn common commands and constructs of the Logo programming language. • Develop their ability to compose algorithms for drawing mathematical structures and turn these into Logo code.
<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.

	<ul style="list-style-type: none"> - Describe the characteristics of settlements with different functions, e.g. coastal towns. - 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 what belonging means in both Christianity and Sikhism. We will also explore 'The Story of Baisaikhi' and learning about the different garments that are worn by the Sikh Community.
PSHE	Our Jigsaw unit this term is 'Healthy Me'. Throughout this unit of learning we will be considering healthy friendships and relationships, we will learn about the negative impact of drugs and smoking and also celebrate our inner selves and what makes us fantastic.
PE	In this unit, Cedar Class will be going swimming to strengthen their swimming skills. Alongside this, both classes will be learning the skills to play Tag Rugby. Whilst Cedar are swimming, Mulberry Class will be developing their Handball skills which Cedar Class will learn next term.
Music	The children will be continuing to experience learning and 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.

