

### English

- The grammatical difference between plural and possessive –s..
- Fronted adverbials with commas.
- Expanded noun phrases.
- Use different prefixes and suffixes.
- Understand and write using text structures and features for a purpose.
- Joined, neat and consistent handwriting.

### Mathematics

- Know different written methods for multiplication.
- To read, write and convert time.
- Compare, order and round numbers.
- Estimate and find the inverse.
- Know acute and obtuse angles.
- Complete mental multiplications including 3 numbers.
- Know equivalent fractions and fraction of amounts

### ICT

- 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.

### PSHE /RE

- To understand how beliefs and values affect the way believers live.
- Discuss how commitment affects their believer's lives.

### French

- Numbers 1- 31.
- Months of the year.
- Ask and answer 'How old are you?'
- Greetings.

### History/ Geography

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

### Music

- Appreciate and understand a wide range of high quality live and recorded music.
- Listen and recall sounds.
- Play and perform in solo and ensemble contexts using voices and instruments.
- Develop an understanding of music history.
- Improvise and compose music.

## Playlist Year 4

### Science

- Find patterns between the volume of a sound and the strength of the vibrations.
- Identify how sounds are made, associating some of them with something vibrating.
- 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.
- Recognise that sounds get fainter as the distance from the sound source increases.

### Art/ DT

- Learn about great artists, architects and designers in history.
- Investigate and analyse a range of existing products.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

### PE

- Perform dances using a range of movement patterns.
- Develop teamwork and leadership.

This planner provides you with information regarding the theme your child will be learning about over the next few weeks. If you have any ideas or skills that could support our topic or have any questions about this term's learning, please speak to your child's classteacher.

### Year 4 ongoing weekly homework expectations:

Daily reading

Spelling

One piece of either maths, English, science or topic work to be completed in a homework book.

### Home learning book:

This will come home every **Monday** with all the homework needed to be completed that week. This needs to be completed and handed in by **Friday** of the same week.

### Cornerstones Project

Our new creative curriculum is called 'Cornerstones'. It is a very practical, engaging and inspirational series of lessons which include elements of science, history, art, design technology, geography and ICT.

More ways to support at home:

Many parents ask us for more home learning opportunities. Here are some ideas to help support your child's learning. These are not a homework requirement but if you do choose to complete some of the suggestions please do send them in to school. They will be an invaluable resource to support our learning.

- Talk to parents and grandparents about music and dance trends that were popular when they were young. Bring in findings to share on a class timeline.
- Listen out for classical music used on T.V. Can you spot any tunes you know?
- Read a listings page in the local paper or a venue programme to see what bands are playing near where you live.
- Make a list of venues used in the local area for live music, from big arena to park bandstands.
- Learn a song by heart or play a piece of music on an instrument. Practise and see if you can do it without making any mistakes!
- Think up a funny name for a new band! Design logo for the band.
- Make a 'spot the intro' quiz for you classmates or family. Play an introduction to a song and see who can recognise it first.
- Write a fan letter to a musical hero explain what you like about their music.
- Write song lyrics for a new song for your favourite band.
- Watch a beat box choir or performer online. How do they do that?
- Hear a choir sing or watch a performer online. Can you hear the low and high voices? Find out what the different singing parts in a choir are called.
- Have a sponsored silence! For how long do your grown-ups thing you can keep quiet for?
- Make a musical dictionary. Check out the meaning of beat, dynamics, harmony, rhythm, round, chord, octave, major key, minor key, crochet, quaver, semibreve, sharp and flat. List the terms in alphabetical order!

Curriculum Planner  
Spring Term 2017  
Year 4

Playlist