Cleves School Curriculum Map
Year 4 – Spring Term
'Ancient Greece'

Maths
Spring 1

Fractions
- Count up and down in hundredths; recognise that hundredths arise when dividing by one hundred and dividing tenths by ten
- Recognise and write decimal equivalents of any number of tenths or hundredths and 1/4; 1/2; 3/4
- Recognise and show, using diagrams, families of common equivalent fractions
- Make connections between fractions of a length, of a shape and as a representation of one whole or a set of quantities
- Use factors and multiples to recognise equivalent fractions and simplify where appropriate
- Recognise that the denominator of a fraction always tells you the number of equal parts that make one whole
- Continue to compare and order unit fractions, and fractions with the same denominators
- Understand the relation between non-unit fractions and multiplication and division of quantities

Measurement
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Convert from larger to smaller units of time
- Read time from analogue and digital 12- and 24-hour clocks
- Write time from analogue and digital 12- and 24-hour clocks
- Continue to solve problems relating to the duration of events

Decimals
- Divide a one- or two-digit numbers by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Recognise and write decimal equivalents of any number of tenths or hundredths and 1/4; 1/2; 3/4
- Rounds decimals with one decimal place to the nearest whole number
- Compares numbers with the same number of decimal places up to two decimal places
- Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Check answers to addition and subtraction calculations by estimating and using inverse operations
- Understand the inverse relationship between addition and subtraction
- Calculation problems involving two-step addition and subtraction in context, deciding which methods to use and why

Spring 2

Decimals
Objectives above continued
Geometry - Properties of Shapes
- Complete a simple symmetric figure with respect to a specific line of symmetry, and measure angles using a protractor
- Identify lines of symmetry in 2-D shapes presented in different orientations, including where the line of symmetry does not dissect the original shape
- Continue to recognise 3-D shapes, using the correct language
- Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizes
- Use the vocabulary of the different types of triangle and quadrilateral

- Continue to make and classify 3-D shapes, including by the 2-D shapes that form their surface

Multiplication and Division
- Use commutativity in mental calculations
- Recognise factor pairs
- Use factor pairs in mental calculations
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Recall multiplication and division facts for multiplication tables up to 12 × 12
- Divide two-digit and three-digit numbers by a one-digit number using formal written layout
  Check answers to multiplication and division calculations using rounding
- Solve problems involving multiplying and adding, including integer scaling and harder correspondence problems

Literacy

Creative/ descriptive (2 week)
The children will write a creative/descriptive piece of text based on their journey through the labyrinth.
This is linked to the myth Theseus & the Minotaur which we will be reading as part of our Ancient Greek topic.

Explanation Text (2 weeks)
The children will write an explanation text based upon the human digestive system. This links back to our work in Science, in the Autumn term.

Poetry (2 weeks)
Exploring form - linked to Ancient Greek Gods.

Diary Writing (3 weeks)
The children will be writing a diary entry from a different viewpoint based on The Iron Man by Ted Hughes.

Non Chronological Report (3 weeks)
As the outcome of their Roman enquiry based learning project; the children will write an information page about their chosen area of research. This will then form part of a collaborative textbook.

Punctuation and Grammar (PaG)
We will teach the year 4 PaG objectives during weekly sessions. These will link to the literacy genre which we are studying and will then reinforce/extend the children's learning. All sessions are suitably differentiated.

Guided Reading and Whole Class Reading
The children will participate in guided reading sessions where they complete a carousel of activities each week. The children share a book in their differentiated groups, which they read as a group to the class teacher and independently.
For Whole Class Reading the children will be reading and analysing the story of the Iron Man by Ted Hughes followed by a selection of different texts each week, after half term.

Computing	Science
We are network engineers - Understand the difference between the internet and the WWW; - Understand how networks deliver internet service **Lego and Hour of Code - Coding.** - Write more complex algorithms which include repetition - Write computer programs that control physical system - Understand the basics of coding and revisit skills learned last year. Show awareness of aspects of Debugging and use of connected code to produce outcomes **Microsoft Windows/Office software and progression through Google Drive Booklets.** - Use a range of devices (e.g. Chromebooks, ipads, laptops) to use, create and manage digital content **Digital Citizenship** - Recognise what is acceptable and unacceptable behaviour when using technologies and online services (Yr 5); Identify a range of ways to report concerns about content and contact. - Understand that sharing of emails, texts and photos should only be done with the owner's permission - Know and use correct and safe handling of school hardware (e.g. procedures for using and storing Chromebooks and ipads)	**Electricity** - Identify common appliances that run on electricity. - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors. **Sound** - Identify how sounds are made, associating some of them with something vibrating. - 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.

PSHE	History	RE
Living in the wider world - Belonging to a community - *What makes a community, shared responsibilities.* - Media literacy and digital resilience - *How data is shared and used.* - Money and work - *Making decisions about money; using and keeping money safe.*	**Ancient Greece** We will study the beliefs, lifestyle and achievements of the Ancient Greeks. - To understand the timeline of Ancient Greece and how the key events compared to other major European civilisations. - To understand how Greek civilisation was organised into city states. - To understand how Athens developed as a different style of city state and began the concept of democracy. - To understand the work of key great thinkers.	**The Bible contains God's rescue plan** We will learn about and from the Bible so we can: - suggest what Christians might learn about God from stories in the Bible - describe how a story from the Bible illustrates God rescuing people - compare and reflect on the value of stories **Why do Christians call God 'Father'?** To understand Christians believe that: - God is a Trinity – Father, Son and Holy Spirit

	● To understand the importance of writing and language to the Greek culture and its legacy today. ● To understand that they created theatres and plays for the masses. ● To understand how Ancient Greek art contributes to our understanding of their history. ● To understand the principles of Ancient Greek architecture and how they impact on buildings today. ● To understand how the Celtic people (Iron Age) were living in Britain at the time of the Ancient Greek civilisation. ● To compare the civilisation with the civilisation of Iron Age Britain. ● To understand the fall of the Greek Empire and how they influenced the Romans. ● How the Roman Empire spread throughout Europe.	● God has many titles reflecting his character and one of the titles for God is Father We will : ● investigate sources (e.g. artefacts / art / stories / prayers / text) and link our findings with Christian beliefs about God ● compare ideas about the character of God ● create our representation of God's character and explain the symbols / imagery used **How does Lent help prepare Christians for Easter?** We will: ● make links between the story of Jesus in the desert and Lent ● identify some things that might most impact a Christian's life during Lent ● sensitively compare our own thoughts about Lent with others'

Art	**PE and Games**	**Design Technology**
This term we will be creating large scale 'Imaginary Worlds' paintings. We will be studying abstract artists using the work of Hunderwasser. ● Experiment with ways in which surface detail can be added to drawings. ● Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. ● Experiment with different effects and textures ● Create different effects and textures with paint ● Mix colours and know which primary colours make secondary colours.	**Games** ● Skills and coordination activities based on the 'Real PE' programme. **PE** ● Dance - Olympic dance ● Gymnastics - travelling and moving.	Children will design and construct their own marble maze linked using the labyrinth from the Grrek myth 'Theseus and the Minotaur' as inspiration. ● They will design their labyrinth in advance on a 1:1 scale. ● We will cover the Health and Safety aspects of using tools. ● They will be taught a number to use saws, hammer and nails as well as wood glue to join their pieces.

Music	**French**
● Some of the classes will begin to learn how to play the ukulele (the other classes will learn in the summer term) ● Copying rhythms and a short melody ● Playing ostinati and layering them in a performance ● Using music to communicate a meaning	● Festivals and dates ● Presents ● Numbers to 60 ● Giving orders ● Visiting French cities

● Composing a rap ● Playing ostinati and layering them in a performance	● Directions ● Weather ● Easter traditions

Dates for your diary

14/2/22 - 18/2/22 - HALF TERM
18/3/22 - Butser Farm (4F, 4C)
22/3/22 - School Photographs and Residential Information Evening (6pm)
23/3/22 - Butser Farm (4A, 4M)
24/3/22 - Butser Farm (4S, 4W)
25/3/22 - Parent Consultation Day
29/3/22 - Outdoor learning day (4F, 4S, 4M)
30/3/22 - Outdoor learning day (4A, 4C, 4W)
1/4/22 - TERM END 1.45pm