**Science**

States of matter- observe that some materials change state when they are heated or cooled; identify the part played by evaporation and condensation in the water cycle.

Living things and their habitats- 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.

**Maths**

Multiplication and division; measures involving converting time and units of measurement, including money; shape; area and perimeter; statistical analysis (graphs/tables).

**Reading**

A variety of fiction and non-fiction texts relating to the environment.

Apply word knowledge to understand new words; discuss texts, infer meaning and ask questions; use dictionaries to check the meaning of words; read for a range of purposes; make predictions; summarise ideas; identify themes in a wider range of texts.

**Writing**

Personal responses, diaries, explanations and persuasive speeches/letters.

Expand paragraphs using a wider range of vocabulary, conjunctions and pronouns; apostrophes; develop use of fronted adverbials, adverbs and prepositions to express time and cause.

**Computing**

Design, write and debug programs that accomplish specific goals; solve problems by breaking them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

**History**

Review, modify and evaluate work, find things out from a variety of sources; expand and share information, directly and through electronic media.

**Geography**

Locate areas with similar environmental regions; describe and understand key aspects of physical geography; develop use of maps, atlases, globes and digital/computer mapping to locate countries and describe features; know and use points of compass and 4-figure grid references; use fieldwork in the local environment.

Year 4

Spring Term

**Saving the Planet**

**Art and DT**

Use scale and proportion on a variety of scales in drawing; observe and match colours to mood/intended effect; analyse and interpret natural and man-made construction and patterns; printing; tessellation

**STEM activities**- science, technology, engineering and maths activities linked to the environment.

**RE and SMSC**

Developing knowledge about practices within religious traditions and their links to beliefs and sources. Comparing two religions- Christianity and Hinduism.

*What do people believe about God?*

Continue to develop friendships and resilience; understand responsibility in the wider world; discussing world issues relating to the environment i.e. endangered animals, pollution, recycling.

**Trips and Visits**

Library

Scientists from Durham University

Life Centre – TBC

Trips around the local area

**Music**

Continue to develop an understanding of the history of music; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, sing a variety of songs.

**PE**

Tuesdays- Dance (Joanne Banks Dance Company)

Thursdays- Outdoor Education with ‘Real Adventure Through Sport’