



## Class 4

## Spring 1

Dear Parents,

Here are some of the activities we will be covering this half-term. This overview does not include everything that we will be doing, but hopefully it will give you an insight into some of the learning which will be taking place in our classroom.

### English

**SpaG** - This half term we will continue to develop the accuracy of basic punctuation (full stops, capital letters, question marks and exclamation marks), the structure of sentences, vocabulary development and handwriting. To support this, we will focus on a range of fiction and non-fiction writing; poetry, recount, stories and persuasive writing. The following stimulus will be used to support learning;

**The Ning Nang Nong & The Land of the Bumbley Boo by Spike Milligan**

**The Mystery of Harris Burdick by Chris Van Allsburg**

**Class Novel - Max and the Millions by Ross Montgomery**

### Mathematics

#### Fractions

- Confidently identify the numerator and denominator in fractions.
- Recognise and use fractions as numbers identifying unit and unit fractions.
- Recognise and show, using number lines, equivalent fractions.
- Add and subtract fractions up to and over a whole.
- Recognise tenths and hundredths and count in steps of multiples of both.
- Identify fraction and decimal equivalents for halves, quarters and tenths.

### PSHE

**Families and Friendships** - The value of making friends; explore feelings of loneliness and how to help ourselves and others manage these feelings by getting help.

**Safe Relationships** – Managing secrets; resisting pressure and getting help; recognising hurtful behaviours. Understand how the internet is used; assessing information online; How data is shared and used.

**Respecting ourselves and others** – Recognising things in common and differences; playing and working cooperatively; sharing opinions.

### RE

#### What do Hindus believe?

This half-term children will revisit and further develop their understanding of Hinduism. They will use their knowledge to express their views, make connections and ask/answer significant questions about religion and beliefs.

### French

**Phonics and Vegetables** -Children will continue developing their understanding of the French language through the use of a range of resources via Language Angels.



### Science

#### What is a magnet?



The children will:

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

### Geography

#### Why does Italy Share and Roar?

**To investigate places:** by using a range of resources to identify the key physical and human features of a location. Use maps, atlases, globes and digital computer mapping to locate countries and describe features.

**To investigate patterns:** by naming and locating the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date time zones.

**To communicate geographically:** by describing and understanding key aspects of: physical geography, including: tectonic plates, plate boundaries, volcano, eruption, magma, ash, gas, vent, cone, crater, lava flow, Earthquake, vibration, fault, epicenter, Richter scale, tremor, seismic

#### To develop map skills:

- Locate places on a range of maps (variety of scales).
- Identify features on an aerial photograph, digital or computer map.
- Create a simple scale drawing.
- Use four-figure grid references and letter/number co-ordinates to identify features on a map.

### Art

**Art Painting - Beautiful Durham - Landscapes (snapshot of a place with meaning).** Explore the links between colour and emotions and how colour evokes emotions both for the 'audience' but also begin to make inferences about how the artist was feeling. \*Postcards\*

**David Hockney and Paul Klee**

### PE – Tuesday and Thursday

**Dance (group work)** – round the clock: involves children working in groups to create and perform a dance inspired by clocks; expressing a particular time of the day or a range activities/routines. Children will be encouraged to consider how their movements show moods, ideas and feelings.

**Cricket** – Cricket Skills in association with Durham Stars.

\*Note: children should make sure their PE kits are in school every day as we may take advantage of the drier days for PE across Spring term.

Note: Remember, you can quiz on books that you have on your own bookshelf at home if they are on your Accelerator Reader level. To check which level books are on go to [www.arbookfind.co.uk](http://www.arbookfind.co.uk).