# *Year 4*

# *Spring Term*

# *2023*

Dear Parents,

The Year 4 team have provided you with the following booklet for your attention. They have put together the booklet that contains information about the Spring Term and it provides you with details on what the children will be covering in the following subjects:

- ➢ English
- ➢ Maths
- ➢ Science
- ➢ World Studies

We hope that this will provide you with an accurate picture on what your children will be studying in the second term of this academic year.

Thank you

The Year 4 team

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    Ms.Monica(4A)    Ms.Sara(4B)    Ms.Lina (4C)    Ms.Merihan (4D)

## English in Year 4

English in the Spring Term for Year 4 will be covering the following:

➢ **A Narrative verse and Explanation texts**: In this unit, children read a story told in rhyming narrative verse. They use drama and discussion to tease out some of the serious issues behind the humour in Kaye Umansky's engaging tale of *The Bogey Men* and the *Trolls Next Door*. Strands of the story are then picked out to form the basis of the children's own writing.

The non-fiction section looks at explanation texts. The children revise previous knowledge of the language and organisational features of explanation texts and explore examples of visual, verbal and written explanations. They create their own explanations in a variety of forms, culminating in the delivery of an explanatory lesson on how to get the 'pop star look'.

➢ **Playscripts and Evaluating Evidence**: In this unit the children explore a playscript, *The Fly and The Fool* by Lou Kuenzler. They explore the play's setting, Vietnam. They look at the characters and explore the differences between how they see themselves and how others see them. The children then write an ending for a new play based on the traditional tale *Rumpelstiltskin*.

The non-fiction section focuses on developing children's ability to evaluate evidence. They read an explanation about how the police use the different sorts of evidence to prove who has committed a crime. Next they look at several pieces of evidence and choose two tp present to a 'court'. They must weigh up which pieces of evidence will be the most useful in proving who committed the crime.

## Years 4 programme of study

### Reading – word reading

| Statutory requirements |
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| Pupils should be taught to: <ul><li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</li><li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul> |

### Reading – comprehension

| Statutory requirements |
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| Pupils should be taught to: |

## Statutory requirements

- develop positive attitudes to reading, and an understanding of what they read, by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than 1 paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

## Writing – transcription

### Statutory requirements

**Spelling**

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

## Writing – handwriting and presentation

### Statutory requirements

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

## Writing – composition

### Statutory requirements

Pupils should be taught to:

- plan their writing by:
  - <mark>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</mark>
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
  - <mark>organising paragraphs around a theme</mark>
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

## Statutory requirements

### Writing – vocabulary, grammar and punctuation

### Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in accurately and appropriately when discussing their writing and reading

## Maths in the Spring Term

Maths in the Spring Term is when the children are exposed to different aspects of Maths. The topics that the children will be learning will be used as their prior knowledge of topics and basis to their learning. The Spring Term will see the following topic being taught:

- ➢ Mental addition and subtraction
- ➢ Written addition and subtraction
- ➢ Number and place value
- ➢ Mental multiplication and division
- ➢ Problem solving and reasoning
- ➢ Written multiplication and division
- ➢ Fractions, ratio and proportion
- ➢ Geometry: properties of shapes
- ➢ Measurement

The following is a copy of the Medium Term Plan that includes a detailed breakdown of the subjects covered in the Spring. The plan provides topics week by week so that you are aware of what is being covered on a weekly basis from the start of the Spring Term until the end of the term.

# Maths Spring Term (1) Plan 2023

| Wk | Weekly Summary | Strands | Objectives |
|---|---|---|---|
| 11 | Place 4-digit numbers on landmarked lines; 0–10 000 and 1000–2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers | Number and place value (NPV) | **NPV.45** Understand place value in 4-digit numbers by creating 4-digit numbers, placing them on a number line and solving place value additions and subtractions<br>**NPV.49** Round 4-digit numbers up or down to the nearest 10, 100 or 1000<br>**NPV.52** Use place value to add and subtract multiples of 10, 100 and 1000 to and from 4-digit numbers<br>**NPV.41** Count on and back in 50s<br>**NPV.43** Count above 1000 in 1s and 100s<br>**NPV.44** Count beyond 1000 in 10s<br>**NPV.50** Count in 1s, 10s and 100s, across multiples of 100 and 1000<br>**NPV.51** Count in 50s and 25s, using the 100s count |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.52** Describe, predict and explain patterns |
| 12 | Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one 'exchange'); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one 'carry'); learn the 7× table and 'tricky' facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; solve simple money problems with decimals to two decimal places | Written addition and subtraction (WAS) | **WAS.48** Use expanded decomposition to subtract 3-digit from 3-digit numbers<br>**WAS.50** Use compact decomposition to subtract 3-digit from 3-digit numbers<br>**WAS.51** Subtract 2-digit from 3-digit numbers using expanded or compact decomposition |
| | | Mental multiplication and division (MMD) | **MMD.31** Understand that multiplication is commutative and use it in mental calculations<br>**MMD.52** Count in 7s and recall multiplication and division facts for the ×7 table |
| | | Written multiplication and division (WMD) | **WMD.49** Multiply 2- and 3-digit by 1-digit numbers using the ladder method |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.58** Solve simple measure and money problems involving fractions and decimals up to 2 decimal places |
| | | Measurement (MEA) | **MEA.61** Estimate, compare and calculate different measures, including money in pounds and pence |
| 13 | Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit | Mental multiplication and division (MMD) | **MMD.41** Use doubling and halving to multiply and divide by 4 and 8 and solve correspondence problems<br>**MMD.49** Double and halve 3-digit numbers by partitioning<br>**MMD.55** Use mental strategies to solve multiplications including multiplying by 0 and 1, dividing by 1, multiplying together three numbers |

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|---|---|---|---|
| | numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters) | | **MMD.57** Use mental strategies to solve divisions including dividing by 1 |
| | | Fractions, ratio and proportion (FRP) | **FRP.38** Find fractions of amounts and relate to division and multiplication<br>**FRP.41** Understand unit and non-unit fractions with denominators ≤ 12<br>**FRP.46** Develop an understanding of equivalence in fractions; 1/2s, 1/3s, 1/4s, 1/5s, 1/6s, 1/8s, 1/10s<br>**FRP.52** Identify the equivalent fraction for any given fraction<br>**FRP.34** Begin to understand equivalence by placing fractions on a number line<br>**FRP.54** Use equivalence to reduce fractions to their simplest form |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.58** Solve simple measure and money problems involving fractions and decimals up to 2 decimal places |
| 14 | Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw the other half of symmetrical shapes | Geometry: properties of shapes (GPS) | **GPS.54** Estimate and measure angles, recognising that they are measured in degrees<br>**GPS.56** Compare and classify acute and obtuse angles; order angles up to 180°<br>**GPS.43** Draw horizontal, perpendicular and parallel lines of a given length<br>**GPS.44** Identify line symmetry in 2D shapes presented in different orientations<br>**GPS.49** Classify 2D shapes according to their properties: right angles, lines of symmetry, parallel and perpendicular lines<br>**GPS.51** Draw shapes with specified properties: a right angle, two perpendicular lines, two parallel lines<br>**GPS.47** Recognise and begin to complete symmetrical 2D shapes<br>**GPS.60** Complete a symmetric figure with a given line of symmetry |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.53** Use, explain and justify mathematical reasoning |
| 15 | Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find complements to multiples of 1000; use Frog to find | Mental multiplication and division (MMD) | **MMD.37** Understand division as the inverse of multiplication<br>**MMD.61** Identify factors and multiples, and begin to find common factors<br>**MMD.64** Use knowledge of multiples and factors in relation to large numbers |
| | | Written multiplication and division (WMD) | **WMD.51** Divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers between 10 and 20 |
| | | Mental addition and subtraction (MAS) | **MAS.50** Subtract 4-digit from 4-digit multiples of 1000 by counting up<br>**MAS.57** Use number facts to add to the next multiple of 100 or 1000<br>**MAS.40** Find change from £5, £10 and £20 by counting up<br>**MAS.51** Count up to find change from £10, £50 and £100 |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.52** Describe, predict and explain patterns |

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|---|---|---|---|
| 18 | change from £10, £20 and £50 | | |

## Maths Spring Term (2)  Plan 2023 .

| Wk | Weekly Summary | Strands | Objectives |
|---|---|---|---|
| 16 | Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimals numbers to the nearest whole number; divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten; add four digit numbers using written method with answers greater than 10 000 | Decimals, percentages and their equivalence to fractions (DPE) | **DPE.48** Match 1-place decimals to 1/10s <br> **DPE.50** Locate and write 1-place decimals on a number line and match to 1/10s <br> **DPE.51** Count in decimal steps of 0·1 (tenths) <br> **DPE.52** Round 1-place decimals to the nearest integer, by placing on a number line <br> **DPE.64** Round 1- and 2-place decimals up and down to the nearest whole number <br> **DPE.53** Divide integers by 10, 100 and 1000 to get 1-place decimal answers |
| | | Number and place value (NPV) | **NPV.47** Divide 2-digit numbers by 10 to get 1-place decimal answers <br> **NPV.53** Divide 3-digit multiples of 10 by 100 to get 1-place decimal answers <br> **NPV.62** Understand the effect of multiplying or dividing a given number by 10, 100 or 1000; answers < 100000 and with not more than 2 decimal places |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.53** Use, explain and justify mathematical reasoning <br> **PRA.59** Solve addition and subtraction two-step problems in contexts <br> **PRA.60** Solve number and practical problems with increasingly large positive numbers |
| | | Written addition and subtraction (WAS) | **WAS.54** Use column addition to add two 4-digit numbers with answers > 10000 |
| 17 | Add amounts of money using written methods and mentally using place value and number facts; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place value or number facts); solve subtractions using a suitable written method (column subtraction) | Mental addition and subtraction (MAS) | **MAS.52** Add mentally several amounts of money <br> **MAS.65** Use mental strategies to add amounts of money with 2 decimal places <br> **MAS.49** Count up to subtract any 3-digit from 3-digit number <br> **MAS.53** Use place value to subtract amounts of money and calculate price decreases |
| | | Written addition and subtraction (WAS) | **WAS.45** Use column addition to add several 2-digit numbers <br> **WAS.46** Use column addition to add several 3-digit numbers with a total > 1000 <br> **WAS.50** Use compact decomposition to subtract 3-digit from 3-digit numbers |
| | | Measurement (MEA) | **MEA.45** Add and subtract amounts of money to give change, using pounds and pence |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.51** Organise work in a logical way <br> **PRA.53** Use, explain and justify mathematical reasoning <br> **PRA.60** Solve number and practical problems with increasingly large positive numbers |
| 18 | Tell the time on a 24 hour clock, using am and pm correctly; | Measurement (MEA) | **MEA.47** Use vocabulary such as morning, afternoon, noon, and midnight; also am and pm times and 12 hour clocks <br> **MEA.55** Use 24 hour clocks |

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|---|---|---|---|
| | convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters | | **MEA.63** Read, write and convert time between analogue and digital 12 and 24 hour clocks<br>**MEA.62** Measure and calculate the perimeter of rectilinear figures in cm and m<br>**MEA.67** Measure and calculate the perimeter of composite rectilinear shapes in m/cm<br>**MEA.42** Measure, compare, add and subtract lengths or heights using m/cm/mm<br>**MEA.65** Convert between different units of measure, e.g. kilometres to metres, metres to centimetres, etc. |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.58** Solve simple measure and money problems involving fractions and decimals up to 2 decimal places |
| 19 | Understand place value in 4-digit numbers; partition 4-digit numbers; solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up (Frog) | Number and place value (NPV) | **NPV.45** Understand place value in 4-digit numbers by creating 4-digit numbers, placing them on a number line and solving place value additions and subtractions |
| | | Written addition and subtraction (WAS) | **WAS.55** Use expanded or compact decomposition to subtract numbers with up to 4-digits (easier)<br>**WAS.58** Use expanded or compact decomposition to subtract numbers with up to 4-digits (harder) |
| | | Mental addition and subtraction (MAS) | **MAS.56** Use mental strategies to add 2-digit, 3-digit and 4-digit numbers<br>**MAS.61** Use counting up as an efficient mental strategy with minimal jottings |
| 20 | Use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems | Written multiplication and division (WMD) | **WMD.49** Multiply 2- and 3-digit by 1-digit numbers using the ladder method<br>**WMD.51** Divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers between 10 and 20<br>**WMD.52** Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers < 50 |
| | | Problem solving, reasoning and algebra (PRA) | **PRA.52** Describe, predict and explain patterns<br>**PRA.59** Solve addition and subtraction two-step problems in contexts |
| | | Mental addition and subtraction (MAS) | **MAS.56** Use mental strategies to add 2-digit, 3-digit and 4-digit numbers |
| | | Written addition and subtraction (WAS) | **WAS.52** Use column addition to add two 4-digit numbers with a total ≤ 10000<br>**WAS.55** Use expanded or compact decomposition to subtract numbers with up to 4-digits (easier) |

# Year 4 programme of study

## Number – number and place value

### Statutory requirements

- Pupils should be taught to:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.

## Number – addition and subtraction

**Statutory requirements**

Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

## Number – multiplication and division

**Statutory requirements**

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

## Number – fractions (including decimals and percentages)

**Statutory requirements**

Pupils should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

## Measurement

### Statutory requirements

Pupils should be taught to:

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

## Geometry – properties of shapes

### Statutory requirements

Pupils should be taught to:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry

## Geometry – position and direction

### Statutory requirements

Pupils should be taught to:

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon

## Statistics

### Statutory requirements

Pupils should be taught to:

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

## Science in the Spring Term

The children will be learning about many topics this academic year. The topics that they will be studying during the Spring Term are as follows:

➢ **Human Nutrition** : In this topic children will learn about digestion and different types teeth, before moving on to explore deadly predators and their prey, in their exploration of food chains. They work scientifically throughout the topic, using enquiry, practical experiments and hands-on research to answer questions and investigate how we eat, why we eat and what we eat.

➢ **Changes of state**: In this topic children will learn about states of matter. They will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when heated or cooled, and they will identify the part played by evaporation and condensation in the water cycle.

## Lower key stage 2 programme of study

## Working scientifically

### Statutory requirements

During year 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

## States of matter

### Statutory requirements

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases

- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## Animals, including humans

### Statutory requirements

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### Key:

- The statements that are highlighted belong to the topics already covered in the autumn term.

- The statements that are not highlighted are the ones that are yet to be covered during the spring and summer term.

## World Studies  in the Spring Term

The children will be learning about many topics this academic year. The topics that they will be studying during the Spring Term are as follows:

- **History: Ancient Greece** – The unit looks at the history of Ancient Rome from the foundation of the city of Rome. Initial study explores the different ways in which the Romans were organised, first as a republic and then as an empire. The lessons then focus on life in Roman towns and cities and aspects of everyday life including food, families and work.

- **Geography: What's in the News and Life in India** – This chapter provides an overview of the physical, human and environmental features of India. India is the seventh largest country in the world in terms of area, and it is the second most populous country, after China. It is home to a vast diversity of landscapes, climate, culture, language and ethnicity. In spite of its rapid economic growth and burgeoning high-tech industries, India still has widespread poverty and inequality and severe environmental and health problems.