

# Year 4: Maths: Learning Journey 1: Spring: Multiplication and Division (2)

## What I already know:

I can recall and use multiplication and division facts for 2, 3, 4, 5, 6, 7, 8 and 10 multiplication tables.  
I can write and calculate multiplication and division questions using the multiplication tables I know; including 2-digit numbers multiplied by 1-digit numbers.  
I can begin to use mental and informal methods before progressing to formal methods.

## Key Vocabulary:

multiplication, division, multiply, groups of, lots of, times, divide, share, remainder, factor, multiple, product.

To recognise and use factor pairs.


To multiply by 100.

To divide by 10.

To multiply by 10.



To divide by 100.

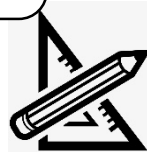

$$1+2=3$$

To multiply 2 and 3-digit numbers by a 1-digit number.

To use informal written methods for multiplication.

To use related facts to solve multiplication and division questions.

To divide 2 and 3-digit numbers by a 1-digit number.



To solve correspondence problems.

To recall and use multiplication and division facts for multiplication tables to 12x12.  
To use place value, known and derived facts to multiply mentally.  
To recognise and use factor pairs.  
To multiply 2 and 3-digit numbers by a 1-digit number using a formal written method.  
To solve problems including integer scaling problems and harder correspondence problems.



To explore efficient methods for multiplication.

# Year 4: Maths: Learning Journey 2: Spring: Area and Perimeter

## What I already know:

I can recall equivalences between mm and cm/ cm and m.  
I can calculate the perimeter of by adding the length of each side together.  
I can measure accurately using a ruler.

## Key Vocabulary:


millimetres, centimetres, metres, convert, perimeter, area, length, width, compare, equivalent, calculate, add, subtract, measure, rectilinear.

To measure in kilometres and metres.

To understand the equivalence between kilometres and metres.

To calculate perimeter on a grid.

To calculate the perimeter of a rectangle.


$$1+2=3$$

To calculate the perimeter of rectilinear shapes.

To find missing lengths in rectilinear shapes.

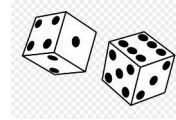
To calculate the perimeter of rectilinear shapes.

To calculate the perimeter of regular polygons.

To calculate the perimeter of irregular polygons.

## What I need to remember:

To recall conversions between different units of measure.  
To measure and calculate the perimeter of a rectilinear (including squares) in centimetres and metres.  
To find the area of rectilinear shapes counting squares.



# Year 4: Maths: Learning Journey 3: Spring: Fractions

## What I already know:

I can count up and down in tenths; recognising that tenths arise from dividing an object into 10 equal parts.  
I can recognise, find and write fractions of discrete sets of objects.  
I can recognise and show equivalent fractions using diagrams.  
I can compare and order unit fractions and fractions with the same denominator.  
I can add and subtract fractions with the same denominator within 1.

## Key Vocabulary:

numerator, denominator, unit fraction, non-unit fraction, improper fraction, add, subtract, equivalent, quantities, whole, halves, thirds, quarters, fifths, sixths, sevenths, eighths, ninths, tenths, elevenths, twelfths.

To understand the whole and count beyond 1.

To partition a mixed number.

To explore mixed numbers using number lines.

To compare and order mixed numbers.

To understand improper fractions.

To explore equivalent fraction families.

To understand equivalent fractions using number lines.

To convert between improper fractions and mixed numbers.

To add two or more fractions.

To subtract two fractions.

To subtract from whole amounts.

To add fractions and mixed numbers.

To subtract from mixed numbers.

## What I need to remember:

To recognise and show, using diagrams, families of common equivalent fractions.  
To add and subtract fractions with the same denominator.  
To convert between improper fractions and mixed numbers.  
To subtract from whole amounts/ numbers.



# Year 4: Maths: Learning Journey 4: Spring: Decimals

## What I already know:

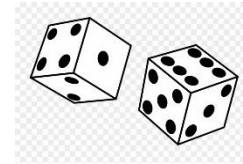
I can count up and down in tenths; recognising that tenths arise from dividing an object into 10 equal parts.  
I can count up and down in hundredths; recognising that hundredths arise from dividing an object into 100 equal parts.

## Key Vocabulary:

tenths, hundredths, decimal point, equivalent, rounding, decimal place, place value.

To recognise and explore tenths as fractions and decimals.

To represent tenths on a place value chart.



To represent tenths on a number line.

To recognise and explore hundredths as fractions and decimals.

To divide 1-digit and 2-digit numbers by 10.



To represent hundredths on a place value chart.



## What I need to remember:

To recognise and write decimal equivalents of any number of tenths or hundredths.  
To find the effect of dividing a 1-digit or 2-digit number by 10 and 100; identifying the value of the digits as ones, tenths and hundredths.

To divide a 1-digit or 2-digit number by 100.



# Year 4: English 1: Learning Journey: Spring: Poetry (riddles)

## What I already know:

- I can read and perform poetry.
- I can build description using similes.
- I can use alliteration.
- I can organise poetry into verses/ stanzas.

## Key Vocabulary:

riddle, kennings, rhyme, alliteration, simile, metaphor, onomatopoeia, adjectives, expanded noun phrases.

To read and respond to riddles.

To carefully select word choices for effect.



To use figurative language.

To write a riddle poem.



## What I need to remember:

### **Genre**

- I can write using figurative language.
- I can select structural features of poems.
- I can read and write riddle poems.

### **SPAG**

- I can use similes and metaphors.
- I can use expanded noun phrases.

To publish and perform a riddle poem.



# Year 4: English 2: Learning Journey: Spring: Non-chronological report

## What I already know:

- I can write a clear introduction.
- I can organise my writing into paragraphs.
- I am beginning to use subheadings.
- I can use some complex sentences.

## Key Vocabulary:

non-chronological, introduction, conclusion, paragraphs, subheadings, cohesion, embedded clauses, relative clauses, expanded noun phrase, adjectives, conjunctions, fronted adverbial, comma, glossary, appearance, habitat, diet, predator, prey, omnivore, herbivore, ferocious, wings, claws, talons, scales.

To explore texts and vocabulary associated with dragons.

To explore the structure and features of a non-chronological report.



To use a character from a text as a model for my own character description..

To understand what an embedded clause is and how to use them correctly.

To plan a non-chronological report using technical vocabulary.



## What I need to remember:

### Genre

- To write a clear introduction.
- To use subheadings to organise information.
- Use paragraphs to organise key ideas.
- To use technical vocabulary.
- To include a glossary.

### SPAG

- To use embedded clauses.
- To use adverbs to show how often e.g. additionally, frequently, rarely.
- To use expanded noun phrases.

To write a non-chronological report.



# Year 4: English 3: Learning Journey: Spring: Newspaper report

## What I already know:

- I can write a clear introduction.
- I can organise my writing into paragraphs.
- I can use topic sentences.
- I can use some newspaper layout features.
- I can use some adverbials e.g. As the police arrived,
- I can use conjunctions to express time and cause.

## Key Vocabulary:

- recount, features, headline, alliteration, context, Thurs'day Thursday, past tense, verbs, perfect form, language, structure, adverbs, adverbials, fronted adverbials, nouns, pronouns, introduction, conclusion, paragraphs, layout, subordinating conjunctions.

To understand the context and vocabulary of Thurs'day Thursday from HTTYD.

To organise information chronologically taking into account adverbs of time and place.

To identify the language and structure of newspaper reports.



To write a chronological recount using fronted adverbials.

To use a wide range of subordinating conjunctions.



To use reported speech to increase reader engagement.

To write a closing paragraph using the present perfect form.

## What I need to remember:

### Genre

- To write a clear introduction and conclusion.
- To use the 5W's to help to orientate the reader.
- To use paragraphs to organise key ideas.
- To use all newspaper layout features.
- To write a bold, eye-catching headline using alliteration.

### SPAG

- To use present perfect forms of verbs instead of 'the'.
- To use nouns and pronouns for clarity and cohesion.
- To use a wide range of conjunctions.
- To use fronted adverbials.

To write a newspaper report.



# Year 4: English 4: Learning Journey: Spring: Narrative (fantasy)

## What I already know:

I can write fiction stories with a developing grasp of different genres.  
I can use some subordinating conjunctions: because, although, however.  
I can use fronted adverbials.  
I can use expanded noun phrases.

## Key Vocabulary:

How to Train Your Dragon, narrative, fantasy, Vikings, fiction, pronouns, cohesion, nouns, pronouns, cohesion, repetition, clarity, inverted commas, direct speech, reported clause, adverbials, fronted adverbial, tension

To choose nouns and pronouns appropriately for cohesion and to avoid repetition.

To use inverted commas to indicate direct speech.



To use expanded noun phrases and rich vocabulary.

To build tension using fronted adverbials.

To explore adverbials.

To use a wide range of subordinating conjunctions.



## What I need to remember:

### Genre

To use and correctly punctuate dialogue.  
To use fronted adverbials to build tension.  
To use expanded noun phrases and similes to write a setting description.

### SPAG

To use pronouns for cohesion and to avoid repetition.  
To use a range of subordinating conjunctions.

To write a new chapter for How to Train Your Dragon.





## Year 4: History: Learning Journey: Spring: Vikings

### What I already know:

I can order historical events chronologically.  
I can explain how the North East changed in the time when Anglo-Saxons/ Vikings lived.  
I can explain the significance of Lindisfarne in this time period.  
I can explain the links between the Anglo-Saxons and Vikings.

### Key Vocabulary:

Vikings, Danelaw, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild, warriors, berserkers, Scandinavia, Denmark, Norway, Sweden, Anglo-Saxons, settled, Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex, Kent, daub, wattle, Edward the Confessor, Harold II, Duke of Normandy, Battle of Hastings, William the Conqueror, Lindisfarne, monks, monastery. .

To explain when and where the Vikings came from and why they raided Britain.



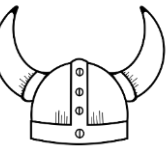
To understand how some kings in Britain dealt with the Viking invaders.



To understand what happened during the Viking invasions and know what Viking warriors were like.

To understand how the Vikings lived and worked.

To describe the key events of the Lindisfarne raids.



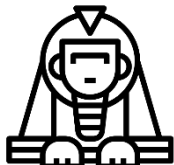
To identify and describe Viking artefacts.



To know some Viking gods and what they represent.

### What I need to remember:

To remember that Vikings were largely from Scandinavia (Norway, Denmark and Sweden).  
To know that the Viking period is thought to have started in AD 790 and ended in AD 1066.  
To explain how and why Vikings invaded Britain making links to the raid on Lindisfarne.  
To explain how Vikings lived and worked.  
To understand key figures in the Viking era.  
To understand how the Anglo-Saxons and Vikings battled.



# Year 4: Science: Learning Journey: Spring: Animals Including Humans

## **What I already know:**

I know that animals, including humans, have offspring which grow into adults.  
I know the basic needs of animals, including humans, for survival.  
I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  
I can 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 Vocabulary:**

digestion, mouth, oesophagus, stomach, small intestine, large intestine, saliva, stomach acid, faeces, incisors, canines, molars, premolars, carnivores, omnivores, herbivores, plaque, tooth decay, fluoride, producer, consumer, predator, prey, adaptation, camouflage, interdependence.

To understand the function of the digestive system in humans.

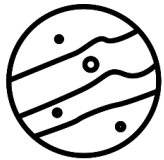


To understand the functions of teeth.



To understand how teeth decay.

To construct and interpret a variety of food chains, identifying producers, predators and prey.



## **What I need to remember:**

To name and describe the parts of the digestive system.  
To describe how the digestive system works.  
To name and describe different types of teeth.  
To explain the function of different types of teeth.  
To understand how teeth decay.  
To understand what herbivores, carnivores and omnivores are.  
To construct food chains.  
To identify producers, predators and prey.

Summative assessment



# Year 4: Science: Learning Journey: Spring: States of Matter

## What I already know:

I can distinguish between an object and the materials it is made from.  
I can identify and name a variety of different everyday materials.  
I can describe the simple physical properties of everyday materials.  
I can group materials together based on their physical properties.  
I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  
I know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## Key Vocabulary:

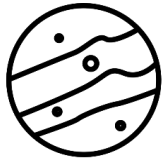
solid, liquid, gas, particles, state, materials, properties, matter, melt, freeze, water, ice, temperature, process, condensation, evaporation, water vapour, energy, precipitation, collection.

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



To observe that some materials change state when they are heated or cooled.

Identify the part played by evaporation and condensation in the water cycle.



Summative Assessment

## What I need to remember:

To name some solids, liquids and gases.  
To sort items according to whether they are solids, liquids or gases.  
To draw and describe the particles in solids, liquids and gases.  
To name the four processes for changing state.  
To explain which changes in state can be reversed and which can't.  
To explain what happens to particles when they change from one state to another.  
To understand what evaporation and condensation are and where in the water cycle they come.  
To describe the water cycle.

# Year 4: Geography – Learning Journey: Spring: Focus on Europe (Catalonia, Spain)

## What I already know:

I can name human and physical features of the UK.  
I can use maps to find given locations.  
I can describe the features and journey of a river.

## Key Vocabulary:

Catalonia, Spain, Europe, continent, map, longitude, latitude, scale, provinces, physical features, coast line, rivers, mountains, tourism, climate, weather, rainfall, temperature, climate graph, table, data, interpret, variation, traditional, Spanish life, economy, region, independent, United Kingdom, differences, evaluate.

To understand where Catalonia is.



To understand the physical geography of Catalonia.



To understand what the climate is like in Catalonia.

To understand the human geography of Catalonia.



To compare Catalonia to the UK.

## What I need to remember:

To remember that Catalonia is located in Spain.  
To recall which continent Spain is in, the countries it borders and the sea that surrounds it.  
To describe the physical features of Catalonia.  
To know the difference between weather and climate.  
To analyse climate data.  
To explain what life is like in Catalonia.  
To describe and evaluate differences between Catalonia and the UK.

# YEAR 4: COMPUTING: Learning Journey: Spring: Data Logging

## What I already know:

I can collect data.  
I can present data using tables and simple graphs e.g. bar graphs.

## Key Vocabulary:

data, questions, digital, automatically, data logger, application, program, attribute, temperature, time.

To identify data that we need to answer specific questions.

To use a digital device to collect data automatically.



To use a larger data set to find information.

To use a computer program to sort data by one attribute.

## What I need to remember:

To answer and ask appropriate questions about given data.  
To collect data using a digital device.  
To record data in a variety of ways,  
To interpret data.

To export data in different formats.



# YEAR 4: COMPUTING: Learning Journey: Spring: Programming (repetition in shapes)

## What I already know:

I can write a simple set of instructions.  
I can use Scratch to code a simple set of instructions.

## Key Vocabulary:

instructions, repetition, loop, count control, outcome, indefinite, program, tools, process, sequences.

To list an everyday task as a set of instructions including repetition.

To use a count-controlled loop to produce a given outcome.



To use an indefinite loop to produce a given outcome.

To plan a program that includes appropriate loops to produce a given outcome.

To recognise tools that enable more than one process to be run at the same time.

## What I need to remember:

To write instructions which become increasingly more complex.  
To create loops to allow instructions to be repeated.  
To run different elements of a program at the same time.

To create two or more sequences that run at the same time.



## Year 4 Art and Design – Learning Journey: Spring: Vikings

### **What I already know:**

I can explore line and shading to create accurate observation drawings.

I can use colour and shape to create abstract prints.

I can use developing compositional skills to mix patterns and forms.

### **Key Vocabulary:**

Sketch, colour, tone, blend, light, dark, textile, ink, paper, canvas, background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, silhouette, Viking, composition.

To observe Viking images and use pencil and ink to create detailed portraits.

To experience collage and printing multimedia techniques to produce vibrant Viking portraits.



To imagine and explore clay to make relief Viking portraits.

To create carefully composed pictures of Viking ships at sea combining line, colour and texture.



To refine compositions to create mixed media works using colour and texture intentionally to depict scenes from Viking life.



To reflect on designs and skills to complete and evaluate my final piece.

### **What I need to remember:**

To use careful observation to create accurate, proportional drawings.

To use printing techniques for backgrounds.

To use clay to create detailed relief portraits.

To select and combine materials for intentional effects.

# Year 4 Design Technology: Learning Journey: Spring: Vikings

## What I already know:

To identify the design features of their products that will appeal to intended user.

To design innovative and appealing bridges that have a clear purpose and that meet the design brief.

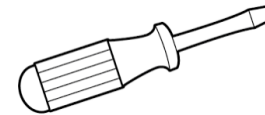
To begin to select and use different and appropriate finishing techniques to improve the appearance of a product.

## Key Vocabulary:

plan, make, cut, model, stick, glue, saw, sew, knit, weave, material, cook, ingredient, textile, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical, join, hinge, joint, structure, mechanism

To explore Viking design, focusing on artefacts and runes.

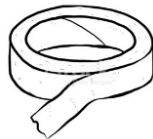
To use developing knowledge of Viking mark making and modelling skills to create clay runes and chessmen.



To use knowledge of pattern work and relief textures to design and make shields.

To use knowledge of pattern work and relief textures to design and make jewellery.

To explore all forms used in this unit to produce a detailed model of a Viking Ship moving as designed and taking account of materials and function.



To evaluate my final piece.

## What I need to remember:

To annotate sketches and to draw prototypes.  
To use and understand Viking runes.  
To explore Viking artefacts including jewellery and shields to replicate patterns.  
To select from a range of materials and components according to their functional and aesthetic properties.  
To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  
To evaluate work and to make suggestions for future improvements.



## Year 4: French: Learning Journey: Spring:

### What I already know:

- I can express an opinion about likes and dislikes (J'adore, j'aime, je n'aime pas, je déteste).
- I can use Je mange to describe what I eat.
- I can use Je bois to describe what I drink.
- I can ask what season it is (C'est quelle saison?) and describe different seasons.
- I can use À Noël, on mange du/de la to describe what I eat at Christmas.

### Key Vocabulary:

aujourd'hui, lundi, mardi, mercredi, jeudi, mon jour préféré est, mon jour le moins préféré est, vendredi, samedi, dimanche, c'est le mois de, Janvier, février, mars, avril, Il est né en, Elle est née en, Mai, juin, juillet, août, Je suis né en, septembre, octobre, novembre, décembre, est avant, est après,

To learn the days of the week.

To express a preference for days of the week (mon jour préféré/ mon jour le moins préféré est).



To use prepositions to sequence the months of the year.

Assessment: to perform the days of the week song.

To use French numbers to sequence the months of the year.



Assessment: to sequence months of the year and add in words from the unit.

### What I need to remember:

- To remember the names of the days of the week.
- To recall the days of the week song.
- To name the months of the year.
- To sequence the months of the year using prepositions.
- To sequence the months of the year using French numbers.