**Year 4 Knowledge Organiser –Spring term 2**

**Writing**

Diary and letter writing, explanation and persuasion.

**Maths**

**Learning how to tell the time**

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

**Shape**

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

We will continue to revise written strategies for +, -, x and ÷

**By the end of year 4 it is expected that children will know all multiplication facts by heart. Please encourage your child to use times tables rockstars as often as possible**

**Grammar**

To know and use the following;

Fronted adverbial, inverted commas, commas, pronouns, determiners, co ordinations and subordinating conjunctions

To use standard form for verb inflections rather than local spoken forms (we was, we were).

**Spelling**

We will continue to learn the year 3/4 spellings using spelling frame.

**Watch this space – year 4 will be planning a trip for the summer term…**

**Reading**

develop positive attitudes to reading

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

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

discussing words and phrases that capture the reader’s interest and imagination

recognising some different forms of poetry [for example, free verse, narrative poetry]

**Music**

We will continue to sing songs. We will also begin to use notation.

**RHE**

How people have a shared responsibility to help protect the world around them

How everyday choices can affect the environment

How what people choose to buy or spend money on can affect others or the environment (Fairtrade, charity, plastic)

The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issue show to show care and concern for others (people and animals)

How to carry out personal responsibilities in a caring and compassionate way

**Art/DT**

Design, make and evaluate a product – sewing

To continue sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Learn about great artists, architects and designers in history

**Spanish**

Write about what they like/dislike about a familiar topic

Have a short conversation, saying 3 to 4 things

**Computing**

Recognise acceptable and unacceptable behaviour using technology

Select and use software to accomplish given goals

**PE**

We are so lucky to have PE specialist this half term teaching us team games

Summer 1

**Science**

-Describe the simple functions of the basic parts of the digestive system in humans

-Identify the different types of teeth in humans and their simple functions

-Construct and interpret a variety of food chains, identifying producers, predators and prey

**History/Geography**

The Victorians and the Industrial revolution

-A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

-Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance

RE -

Why do some people think life is a journey?

-Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).

- Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).

- Suggest reasons why marking the milestone of life are important to Christians, Hindus and/or Jewish people (B2).

- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).