

**Cleves School Curriculum Map**  
**Year 4 – Spring Term**  
**'Ancient Greece'**

**Maths**  
**Spring 1**

**Multiplication and Division (WC 7/1/25)**

- Use commutativity in mental calculations
- Recognise factor pairs
- Use factor pairs in mental calculations
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- Divide two-digit and three-digit numbers by a one-digit number using formal written layout  
Check answers to multiplication and division calculations using rounding
- Solve problems involving multiplying and adding, including integer scaling and harder correspondence problems

**Fractions (WC 3/2/25)**

- Count up and down in hundredths; recognise that hundredths arise when dividing by one hundred and dividing tenths by ten
- Recognise and write decimal equivalents of any number of tenths or hundredths and  $1/4$ ;  $1/2$ ;  $3/4$
- Recognise and show, using diagrams, families of common equivalent fractions
- Make connections between fractions of a length, of a shape and as a representation of one whole or a set of quantities
- Use factors and multiples to recognise equivalent fractions and simplify where appropriate
- Recognise that the denominator of a fraction always tells you the number of equal parts that make one whole
- Continue to compare and order unit fractions, and fractions with the same denominators
- Understand the relation between non-unit fractions and multiplication and division of quantities

**Spring 2**

**Time (WC 24/2/25)**

- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Convert from larger to smaller units of time
- Read time from analogue and digital 12- and 24-hour clocks
- Write time from analogue and digital 12- and 24-hour clocks
- Continue to solve problems relating to the duration of events

**Decimals (WC 10/3/25)**

- Divide a one- or two-digit numbers by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Recognise and write decimal equivalents of any number of tenths or hundredths and  $1/4$ ;  $1/2$ ;  $3/4$
- Rounds decimals with one decimal place to the nearest whole number
- Compares numbers with the same number of decimal places up to two decimal places
- Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Check answers to addition and subtraction calculations by estimating and using inverse operations

- Understand the inverse relationship between addition and subtraction
- Calculation problems involving two-step addition and subtraction in context, deciding which methods to use and why

### **Literacy**

#### **Explanation Text**

The children will write an explanation text based upon the human digestive system. This links back to our work in Science, in the Autumn term.

#### **Creative/ descriptive**

The children will write a creative/descriptive piece of text based on their journey through the labyrinth. This is linked to the myth Theseus & the Minotaur which we will be reading as part of our Ancient Greek topic.

#### **Diary Writing**

The children will be writing a diary entry from a different viewpoint based on The Iron Man by Ted Hughes.

#### **Poetry**

Exploring form - linked to Spring

#### **Non Chronological Report**

The children will write an information page about the Romans.

#### **Punctuation and Grammar (PaG)**

We will teach the year 4 PaG objectives during weekly sessions. These will link to the literacy genre which we are studying and will then reinforce/extend the children's learning. All sessions are suitably differentiated.

#### **Guided Reading and Whole Class Reading**

The children will participate in guided reading sessions where they complete a carousel of activities each week. The children share a book in their differentiated groups, which they read as a group to the class teacher and independently.

For Whole Class Reading the children will be reading and analysing the story of the Iron Man by Ted Hughes followed by a selection of different texts each week, after half term.

### **Computing**

#### **Digital Citizenship**

- Recognise what is acceptable and unacceptable behaviour when using technologies and online services (Yr 5); Identify a range of ways to report concerns about content and contact.
- Understand that sharing of emails, texts and photos should only be done with the owner's permission
- Know and use correct and safe handling of school hardware (e.g. procedures for using and storing Chromebooks and ipads)

### **Science**

#### **Electricity - Half term 1**

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate

**We are network engineers**

- Understand the difference between the internet and the WWW;
- Understand how networks deliver internet service

**Photo editing**

- To change images and use Pic Collage to collate them.
- To alter images.

**Lego and Hour of Code - Coding.**

- Write more complex algorithms which include repetition
- Write computer programs that control physical system
- Understand the basics of coding and revisit skills learned last year. Show awareness of aspects of Debugging and use of connected code to produce outcomes.

metals with being good conductors.

**Sound - Half term 2**

- Identify how sounds are made, associating some of them with something vibrating.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.

**PSHE**

**Living in the wider world**

- Belonging to a community - *What makes a community, shared responsibilities.*
- Media literacy and digital resilience - *How data is shared and used.*
- Money and work - *Making decisions about money; using and keeping money safe.*

**History**

**Ancient Greece**

We will study the beliefs, lifestyle and achievements of the Ancient Greeks.

- To understand the timeline of Ancient Greece and how the key events compared to other major European civilisations.
- To understand how Greek civilisation was organised into city states.
- To understand how Athens developed as a different style of city state and began the concept of democracy.
- To understand the work of key great thinkers.
- To understand the importance of writing and language to the Greek culture and its legacy today.
- To understand that they created theatres and plays for the masses.
- To understand how Ancient Greek art contributes to our understanding of their history.
- To understand the principles of Ancient Greek architecture and how they impact on buildings today.
- To understand how the Celtic people (Iron Age)

**RE**

**Lent**

- To understand what Lent is
- To understand the significance of Shrove Tuesday and Ash Wednesday.
- Preparing for Lent
- Explaining how Christians prepare for Easter.

**Why do Christians call God the 'Father'?**

- To learn about who God is.
- What does the parable of the prodigal son tell us?
- To recognise why Christians call God the Father.

	<p>were living in Britain at the time of the Ancient Greek civilisation.</p> <ul style="list-style-type: none"> <li>• To compare the civilisation with the civilisation of Iron Age Britain.</li> <li>• To understand the fall of the Greek Empire and how they influenced the Romans.</li> <li>• How the Roman Empire spread throughout Europe.</li> </ul>	
<p style="text-align: center;"><b><u>Art - Half term 2</u></b></p> <p>This term we will be creating large scale 'Imaginary Worlds' paintings. We will be studying abstract artists using the work of Hunderwasser.</p> <ul style="list-style-type: none"> <li>• Experiment with ways in which surface detail can be added to drawings.</li> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Experiment with different effects and textures</li> <li>• Create different effects and textures with paint</li> <li>• Mix colours and know which primary colours make secondary colours.</li> </ul>	<p style="text-align: center;"><b><u>PE and Games</u></b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Skills and coordination activities based on the 'Real PE' programme.</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Dance - Olympic dance (Half term 2)</li> <li>• Gymnastics - travelling and moving (Half term 1)</li> </ul>	<p style="text-align: center;"><b><u>Design Technology - Half term 1</u></b></p> <p>Children will design and construct their own marble maze linked using the labyrinth from the Greek myth 'Theseus and the Minotaur' as inspiration.</p> <ul style="list-style-type: none"> <li>• They will design their labyrinth in advance on a 1:1 scale.</li> <li>• We will cover the Health and Safety aspects of using tools.</li> <li>• They will be taught a number to use saws, hammer and nails as well as wood glue to join their pieces.</li> </ul>
<p style="text-align: center;"><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Some of the classes will begin to learn how to play the ukulele (the other classes will learn in the summer term)</li> <li>• Copying rhythms and a short melody</li> <li>• Playing ostinati and layering them in a performance</li> <li>• Using music to communicate a meaning</li> <li>• Composing a rap</li> <li>• Playing ostinati and layering them in a performance</li> </ul>	<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>• Festivals and dates</li> <li>• Presents</li> <li>• Numbers to 60</li> <li>• Giving orders</li> <li>• Visiting French cities</li> <li>• Directions</li> <li>• Weather</li> <li>• Easter traditions</li> </ul>	
<p style="text-align: center;"><b><u>Dates for your diary</u></b></p> <p>6/1/25 - INSET day  <b>17/2/25 - 21/2/25 - HALF TERM</b>  4/3/25 - Butser Farm (4L, 4FA)  11/3/25 - Butser Farm (4R, 4W)  13/3/25 - Butser Farm (4E, 4M)</p>		

21/3/25 - Parent Consultation Day  
4/4/25 - End of term (1.45pm finish)