

### Year 4

Term – Spring 2

#### Science

##### Biology - Living things and their Habitats

This year we have increased our learning through investigation. Each half term we have a concluding investigation question that we try to solve based on what we have learnt during the half term. Our question this term is:

#### Why can't we have a pet elephant?

We will be learning about how living things can be grouped (classified) in different ways according to their features. We will also begin to use classification keys to identify and name living things. We will explore how living things live in a habitat which provides an environment to which they are suited but these environments may change through physical and human developments. These environments also change with the seasons; different living things can be found in a habitat at different times of the year.

This term we will be learning about...

## The Maya



We will be visiting the British Museum on:  
**Tuesday 12th March.**

#### Humanities

Please refer to the fact organiser at the end of this document for details about our History topic: Old and New.

#### Art

Year 4 will continue exploring Pop Art, focusing on vibrant colours and bold patterns. Inspired not only by Romero Britto but also by Yayoi Kusama. They will further develop their sketching, shading techniques, experiment with collage, and explore how patterns can be used to create visually striking compositions.

#### PSHE

##### My Network

This term we will be learning about understanding and challenging stereotypes. The children will begin by defining what a stereotype is and exploring its impact on individuals and communities. Through discussion and real-life examples, they will identify situations where stereotyping can occur and consider ways to overcome these biases.

### English

In Writing, pupils will learn to extended sentences with more than one clause with a wider range of conjunctions, including when, if, because and although. We will also use subordinate clauses to add relevant detail to complex sentences and vary sentence lengths for impact. We will use relative clauses beginning with who, which, where and whose. We will consider how to ensure our word choices are lively and imaginative, depending on what we are hoping to achieve and who our audience is. Our key text for this half term is **The Great Kapok Tree by Lynne Cherry**.

### RE

Why is Easter important to Christians?  
We will explore the events leading up to the death and resurrection of Jesus and the meaning of those events for Christian people today. We will learn the story of holy week and the key events during this week, including Palm Sunday, the Last Supper and the Garden of Gethsemane.

### Mathematics

**Area:** We will find the area of rectilinear shapes and understand the difference between area and perimeter.

**Fractions:** We will learn to count up and down in hundredths, recognise and show equivalent fractions, explain why fractions are equivalent and explore fractions which are greater than one.

### Computing

We will learn about data logging this half-term. We will learn about how data is collected over time and why this is done. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will collect data as well as access data captured over long periods of time.

## You might like to join in with our learning at home by:

### Reading

Find our English texts at the local library and read them along with other books by the same authors.

### Watching

Horrible histories: Maya  
<https://www.youtube.com/watch?v=rNECuXcLT80>

### Doing




Take a walk through London and see which animals you notice.

### Visiting


The British Museum - view Mayan artefacts




## Year 4 - History. Final Enquiry: Can we call the Maya an advanced civilisation?

Theme	Learning Goal	Key Questions to be asked	Answers
	Maya society had a strict hierarchy with little social mobility.	Who were the Maya? Who held the power in Maya society? How did the Maya improve their living situations?	The ancient Maya lived in Central America in the classical era 300 - 900 CE. People were born into their position in society which determined every aspect of your life including your job. Women were allowed to be involved in govt whilst slaves could become free through winning games.
	Religion was woven into all facets of daily life.	What did the Maya believe? How did the Maya worship their gods? What was special about the Maya?	Mayans worshipped many gods connected to the seasons and farming. Mayans were known to use human blood sacrifice to worship and give good fortune. They developed a maths, language and calendar system to keep track of important days connected to farming
	The expansion of the Mayan empire was due to their skill in trade.	How did the Maya become rich? How did the Maya trade goods? Why didn't the Aztecs invade the Maya?	They never developed a monetary system but used barter to trade especially cacao beans. Maya used boats to trade as they never used beasts of burden. They traded many different goods. The Aztecs who lived next to the Maya respected them as equals due to their skill in trade.

Timeline of Key events		Key Events / People	Reason	Key Vocabulary	
2000 BCE	First evidence of Maya life	<b>Early classic period</b>	The zenith of Mayan civilisation when they began to erect dated monuments using their calendar.	pyramid	ancestors
700 BCE	Maya writing developed			temple	structure
400 BCE	First stone calendars	<b>K'inich Janaab' Pakal / Pakal the Great</b>	Responsible for building the Temple of Inscriptions at Palenque which remains today. He was buried in this temple.	agriculture	
300 BCE	Monarchy begins			movement	ancient
100 BCE	First pyramids built.	<b>Terminal Classic Period</b>	The collapse of the Mayan period - possible reasons include chronic warfare, overpopulation, and changing weather conditions.	responsibilities	civilisation
250 CE	Golden age of Maya begins			wealth	equality
400 CE	The city state of Teotihuacan becomes the main city.	<b>Itzamná</b>	Most important God. The creator and ruler of day and night.	life expectancy	society
		<b>Blood sacrifice</b>	Ranging from small cuts to death, bloodletting appeased the gods.	respect	hierarchy
		<b>Pok-A-Tok</b>	Ball game used as a way to worship the gods.	ritual	expansion
683 CE	Pakal the Great dies				
750 CE	Chichen Itza flourishes				
900 CE	Southern Cities collapse and Teotihuacan is abandoned. Golden age ends.				
1502 CE	First European contact				

Picture


**Maps**



Useful websites
<a href="https://www.webpages.uidaho.edu/arch499/nonwest/mayan/index.htm">https://www.webpages.uidaho.edu/arch499/nonwest/mayan/index.htm</a>
<a href="https://www.bbc.co.uk/bitesize/topics/zq6svcw">https://www.bbc.co.uk/bitesize/topics/zq6svcw</a>
<a href="https://planbee.com/blogs/news/maya-facts-for-ks2-children-and-teachers">https://planbee.com/blogs/news/maya-facts-for-ks2-children-and-teachers</a>
<a href="https://www.youtube.com/watch?v=iaKofHyZ00c">https://www.youtube.com/watch?v=iaKofHyZ00c</a>
<a href="https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-the-mayans/">https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-the-mayans/</a>

Historical skills (Disciplinary Knowledge)
<b>Enquiry</b>
Use subject specific words when constructing a question.
Ask questions about a specific event and its impact.
Answer questions demonstrating different outcomes.
Suggest sources of evidence from a selection to answer questions.
Identify a primary and secondary source.
Use a variety of ways to collect information about the past.
Conduct my own research with support.
Present findings about the topic in a variety of ways including ICT, drama and drawing.
Use given topic vocabulary correctly to organise information.
Discuss the most appropriate way to present information.