



Year 4

Subject	Spring 1	Spring 2
English	<p>Phase 3 Take One Book: Coming to England Develop spoken language – questioning Sequence events in a story Develop vocabulary Non-fiction writing Recap of previous grammar from Autumn term learning (coordinating and subordinating conjunctions) Focus on KSI punctuation</p> <p>The Day I Swapped My Dad for Two Goldfish Develop spoken language Structure of non-fiction Use of multi-clause sentences Use fronted adverbials Use paragraphs Focus on correcting spelling mistakes by using our known spelling rules</p>	<p>Leon and The Place Between Use descriptive language Use single clause and multi-clause sentences Use fronted adverbials and begin to use commas after fronted adverbials Punctuation for speech Figurative language for detailed descriptions</p> <p>National Trust: How to Help a Hedgehog and Protect a Polar Bear Non-fiction features Structure of non-fiction texts Use single clause and multi-clause sentences Use of descriptive language Non-chronological report writing</p>
SPaG	<ul style="list-style-type: none">- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases- Fronted adverbials- Use of commas after fronted adverbials- Apostrophes to mark plural possession- Use of inverted commas and other punctuation to indicate direct speech- Use of paragraphs to organise ideas around a theme- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition- Standard English forms for verb inflections instead of local spoken forms	



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Maths	Multiplication and division – written strategies Measures – problem solving Geometry – properties of shape	Decimals Fractions
Geography		<p style="text-align: center;">PLACE KNOWLEDGE <u>Using the geographic region of Southern Europe</u></p> <p>Map work- locational knowledge</p> <ul style="list-style-type: none">• Use map, atlas and globe to locate countries of Europe• Use map, atlas and globe to locate environmental regions within Europe• To understand the key physical and human characteristics of the countries within Europe• To know the major cities within Europe (inc Capital cities of major European Countries) <p>Fieldwork</p> <ul style="list-style-type: none">• To use fieldwork to observe, measure, record and present features using sketch maps and plans and graphs of human and physical geographical features (eg weather variations, land use, rural/town/coastal)• To use fieldwork, maps, atlases and research, to understand the geographical similarities and differences between UK and a region of a European Country. <p>Compass and map work</p> <ul style="list-style-type: none">• Use a 4-point compass skills and 4 figure grid references, symbols and key to build their knowledge of Europe.



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		<p><u>Physical and human skills</u></p> <ul style="list-style-type: none">Record and present the human features of a European country through investigating economic activity.
Computing		<p><u>Programming and Games</u></p> <ul style="list-style-type: none">design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller partsuse sequence, selection, and repetition in programs; work with variables and various forms of input and outputuse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<ul style="list-style-type: none">use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Science	<p><u>Animals including humans</u></p> <ul style="list-style-type: none">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.	<p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none">Recognise that living things can be grouped in a variety of ways.Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.Recognise that environments can change and that this can sometimes pose dangers to living things.-



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RE	<p>Belonging to a community, individual commitment and religious leadership Exploring where we may belong, pupils discover how some people identify and define themselves, what belonging might mean and how it shapes their lives. Considering some of the challenges individuals and communities face (e.g. Sikh Khalsa), they ask if you need to have faith to understand commitment. Pupils discover how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to express its shared commitment. Inviting a religious leader or through a place of worship visit, pupils learn what makes a religious leader and their impact on followers.</p> <p>Different ideas about God and gods, creation and ultimate questions Discussing challenging questions about meaning, purpose and truth. Pupils explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. why don't we know what happens when we die? They express their understanding through the creative arts curriculum. Pupils continue to learn about different responses to the creation story questioning the conflict for Christians and suggesting solutions.</p>	
Jigsaw	<p>Dreams and Goals: Hopes and Dreams Broken Dreams Overcoming Disappointment Creating New Dreams Achieving Goals</p>	<p>Healthy Me: My Friends and Me Group Dynamics Smoking Alcohol Healthy Friendships</p>
Art	<p><u>Nature Pictures – link to Science (living things and their habitats)</u></p> <p>Drawing:</p> <ul style="list-style-type: none">• Make informed choices in drawing including paper and media and describe changes using art vocabulary.• Collect images and information independently in a sketchbook.• Explore relationships between line and tone, pattern and shape, line and texture.	



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		<p>Painting:</p> <ul style="list-style-type: none">• Mix colours and know which primary colours make secondary colours.• Use more specific colour language.• Mix and use tints and shades.
DT	<p>Food – Healthy and Varied Diet</p> <ul style="list-style-type: none">▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities▪ understand and apply the principles of a healthy and varied diet▪ cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet▪ become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]▪ understand the source, seasonality and characteristics of a broad range of ingredients	



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MFL	<p style="text-align: center;">Spanish</p> <p><u>Hábitats (Habitats)</u></p> <ul style="list-style-type: none">- "Listen attentively to spoken language and show understanding by joining in and responding."- "Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."- "Read carefully and show understanding of words, phrases and simple writing."- "Appreciate stories, songs, poems and rhymes in the language."- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."- "Describe people, places, things and actions orally and in writing."- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."- "Develop accurate pronunciation and intonation so that others understand when you are speaking."- <p><u>¿Qué Tiempo Hace? (The Weather)</u></p> <ul style="list-style-type: none">- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."- "Describe people, places, things and actions orally and in writing."- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."	
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	<ul style="list-style-type: none">- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."- "Present ideas and information orally to a range of audiences."- "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	
Music	<p style="text-align: center;">Stop!</p> <ul style="list-style-type: none">▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression▪ improvise and compose music for a range of purposes using the interrelated dimensions of music▪ listen with attention to detail and recall sounds with increasing aural memory▪ use and understand staff and other musical notations▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians▪ develop an understanding of the history of music.	
PE	<p style="text-align: center;">Dance Gymnastics Swimming (postponed)</p>	<p style="text-align: center;">Dodgeball Yoga</p>