



# CURRICULUM INFORMATION

## Spring 2025

### YEAR 4

#### RE

#### Topic 4 - Community

The experience of community is an essential and enjoyable part of life for people of every age and faith. The children are going to look at the cycle of a year which contains the different celebrations as well as unexpected surprises. Children will be looking back at the celebrations that they have participated in and the ones that are forth coming and how they are going to celebrate. Children will realise that celebrations are community occasions and a time to say thank you to God.

#### Topic 5 - Giving and receiving

Children to recognise the importance of being thoughtful for life, for people and gifts and understand that it is a vital part of our relationship with one and other. Children will explore why giving is as important as receiving, what the joys and demands of giving and receiving are, why giving and receiving is significant in any group and why it is important to live in communion.

#### Topic 6 - Self-discipline

Lent is a season in the Liturgical Year when people unite themselves with Christ in order to grow in self-discipline through the practices of prayer, fasting and almsgiving. We celebrate growth of new life in Christ, in preparation for the feast of Easter. Children will develop an understanding of how self-discipline will help grow and reach their full potential in the choices they make.

#### Maths

- Properties of Shape
  - Symmetry
- Decimal Numbers
  - Calculating with Decimals
  - Measure – Money
- Problem Solving Involving Decimals to Two Decimal Places
- Add and Subtract Fractions with the Same Denominator
  - Finding Fractions of Quantities
  - Fractions in the Context of Measure
- Equivalent Fractions, Ordering and Comparing
- Multiply Two and Three-digit Numbers by a One-digit Number Using a Formal
  - Written Layout
- Divide Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout

#### English

#### Newspaper report:

Include a headline that summarises the main point of the article  
Written in third person narrative and in the past tense Includes quotes (direct speech) or indirect speech to provide people's experiences or opinions on the subject Includes the 5 Ws – who, what, where, when, and why to provide the reader with

#### Persuade: Travel Leaflets (Africa, Amazing Africa):

Details usually include sub-topics specific to place, such as location, places of interest, weather, landmarks. Use of photos or illustrations to show the reader clearly what the place looks like, rather than needing to visualise it.

#### Poetry: Haiku (The Works)

Poetry: Specific structures of poems can include haikus, short poems of three lines with 5 syllables in the first line, 7 syllables in the second and 5 syllables in the final line.

#### Entertain: Narrative (Leon and the Place Between)

Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger

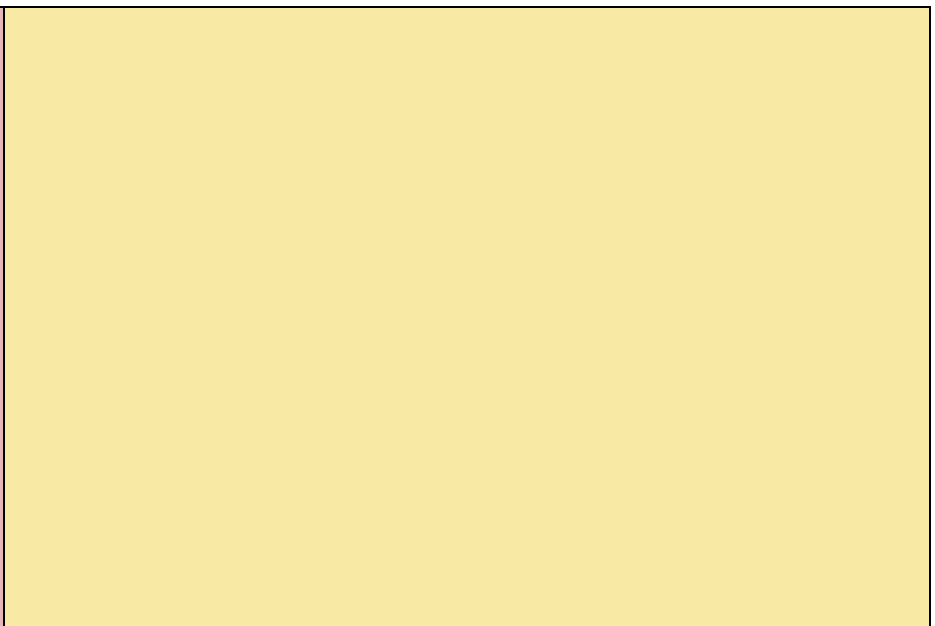
#### Class book:

#### Key texts:

- Real-Life Mysteries by Susan Martineau and Vicky Barker
- Africa, Amazing Africa by Atinuke and Mouni Feddag,
  - Take A Bite by Aleksandra & Daniel Mizielinski;

- India, Incredible India by Jasbinder Bilan and Nina Chakrabarti,
- The Big Book of the UK by Imogen Russell Williams and Louise Lockhart
- Leon and the Place Between by Angela McAllister and Graham Baker-Smith
- The Works: Every Kind of Poem You will Ever Need at School edited by Paul Cookson

**World religion:** Children will study Sikhism. In this unit children will focus on Holy Books and the first five Gurus



**Science**

**Geography**

Where does our food come from?

Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.



**History**

**Music**

### How hard was it to invade and settle in Britain?

Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.



### States of matter

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

### Electricity

Pupils should be taught to:

- 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

Improve understanding of rhythms and notation, including simple time, including semiquavers and dotted crotchets.  
Brief introduction to modes and scales (major and minor).  
Use ICT to explore modes on piano app white notes. Compose and perform a short fanfare.  
Identify rhythms aurally.  
Analyse musical notation and perform a melody on chime bars.  
Improve ukulele skills: perform melodies on open strings and using some fingered notes.  
Learn to improvise melodic or rhythmic music.  
Learn additional chords on the ukulele.  
Compose a short melody for ukulele open strings.  
Analyse structure of repetition / variation; instruments / doubling.  
Recognise the effects of tempo and dynamic changes.  
Compose music with a call & response structure.  
Learn about orchestral instruments and families.

<ul style="list-style-type: none"> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>		
<b>Computing</b>	<b>Topic Launch - Activity &amp; Data</b>	<b>PSHE - Jigsaw</b>
<p><b><u>Unit 4.3 – Spreadsheets</u></b></p> <ul style="list-style-type: none"> <li>Use number formatting tools to appropriately format numbers</li> <li>Add a formula to a cell and make a calculation.</li> <li>Use a series of data to create a line graph</li> </ul> <p><b><u>Unit 4.4 – Writing for different audiences</u></b></p> <ul style="list-style-type: none"> <li>Explore how font size and style can affect the impact of a text.</li> <li>Use a simulated scenario to produce a news report.</li> <li>Use a simulated scenario to write for a community campaign.</li> </ul> <p><b><u>Unit 4.5 - Logo</u></b></p> <ul style="list-style-type: none"> <li>Learn the language of Logo.</li> <li>Input simple instructions on Logo.</li> <li>Use Logo to create letters.</li> <li>Use the Repeat function in Logo to create shapes.</li> <li>Use the Build feature in Logo.</li> </ul>	<p><b>Topic Launch – Friday 10<sup>th</sup> January</b></p>	<p><b><u>Dreams and Goals</u></b></p> <p>Hopes and dreams, overcoming disappointment, creating new and realistic dreams, achieving goals, working in a group, celebrating contributions, resilience and positive attitudes.</p> <p><b><u>Healthy me</u></b></p> <p>Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure and celebrating inner strength.</p>
<b>Art</b>	<b>Spanish</b>	<b>PE</b>
<p><b><u>Painting and mixed media: light and dark</u></b></p>	<p><b><u>Las Verduras (Vegetables)</u></b></p> <p>In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language</p>	<p><b>Spring 1: Dodgeball</b></p> <p>In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to</p>

<p>Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p>	<p>required take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p>	<p>apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>
<p><b>DT</b></p>	<p><b><u>Aprendo español (I Am Learning Spanish)</u></b></p>	<p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and</p>
<p><b><u>Food: Adapting a recipe</u></b></p> <p>Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.</p>	<p>By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.</p>	<p>apply basic principles suitable for attacking and defending.</p> <p><b>Swimming</b> – Swimming course from Laura Trott</p> <p><b>Spring 2: Basketball</b></p> <p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.</p> <p><b>Swimming</b>– Swimming course from Laura Trott</p>