

Year 4 Curriculum Overview Spring Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13
MATHEMATICS	<u>On-going application of mental, communication, problem solving and reasoning skills</u>					Assessment Week	HALF TERM	<u>On-going application of mental, communication, problem solving and reasoning skills</u>					Assessment Week	
	<p>Multiplication and Division</p> <ul style="list-style-type: none"> To multiply by 10 and 100 To divide by 10 and 100 To use related facts – multiplication and division To use informal written methods for multiplication To multiply a 2-digit number by a 1-digit number To multiply a 3-digit number by a 1-digit number To divide a 3-digit number by a 1-digit number To measure in kilometres and metres To use equivalent lengths (kilometres and metres) <p>Length and Perimeter</p> <ul style="list-style-type: none"> To know perimeter on a grid To work out perimeter of a rectangle and rectilinear shapes To find missing lengths in rectilinear shapes To calculate perimeter of rectilinear shapes To find perimeter of regular polygons and polygons. 							<p>Fractions</p> <ul style="list-style-type: none"> To understand a whole To count beyond 1 To partition a mixed number To use number lines with mixed numbers To compare and order mixed numbers To understand improper fractions To convert mixed numbers to improper fractions To convert improper fractions to mixed numbers To understand equivalent fraction families To add two or more fractions To add fractions and mixed numbers To subtract two fractions To subtract from whole amounts To subtract from mixed numbers To know tenths as fractions <p>Decimals</p> <ul style="list-style-type: none"> To know tenths as decimals To know tenths on a place value chart To know tenths on a number line To divide a 1-digit number by 10 To divide a 2-digit number by 10 To know hundreds as a fraction and a decimal To divide a 1-2 digit number by 100. 						
ENGLISH	<u>The Miraculous Journey of Edward Tulane by Kate DiCamillo</u>					Assessment Week	HALF TERM	<u>I was a Rat or The Scarlet Slippers by Phillip Pullman</u>					Assessment Week	
	<ul style="list-style-type: none"> To explore the themes of friendship and loyalty To appreciate how a character changes through the course of a story To progressively build a varied and rich vocabulary and an increasing range of sentence structures To assess the effectiveness of their own and others’ writing and suggesting improvements To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Possible writing outcomes</u></p> <ul style="list-style-type: none"> Diary writing Writing in role Instructional writing Newspaper writing Poetry <p>Explanation.</p>							<ul style="list-style-type: none"> To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To write in role in order to explore and develop empathy for character To write with confidence for real purposes and audiences Non-fiction formal texts on rats. <p><u>Possible writing Outcomes</u></p> <ul style="list-style-type: none"> Recount Conversation/ Discussion Poetry Character study Writing in a chosen form for a chosen audience Persuasion. 						

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SCIENCE	<p><u>Living Things and their Habitat</u></p> <ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things. <p>Star scientist - Jacques Cousteau.</p>						<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> To describe the simple functions of the basic parts of the digestive systems in humans To identify the different types of teeth in humans and their functions To construct and interpret a variety of food chains, identifying producers, predators and prey <p>Star scientist – William Beaumont.</p>											
HISTORY							<p><u>How much did the Ancient Egyptians achieve?</u></p> <ul style="list-style-type: none"> To identify reasons why the Ancient Egyptians are considered a successful civilisation To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life To understand how different groups of people contributed to Ancient Egyptian achievements To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids To understand Ancient Egyptians beliefs about creation and the afterlife To be able to identify the most important achievements of the Ancient Egyptians. 											
GEOGRAPHY	<p><u>Why is climate important?</u></p> <ul style="list-style-type: none"> To recap weather, and start to learn about climate, climate zones and biomes To find out about the polar climate zone, and to learn about the tundra biome To find out about the hottest, driest places on Earth and the tropical desert climate zone To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic. 																	
ART							<p><u>Egyptians</u></p> <ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media Mix a variety of colours to know which primary colours make secondary colours Experiment with different effects and textures Alter and refine drawings and describe changes using art vocabulary Use a developed colour vocabulary Collect images and information independently in a sketchbook Choose paints and implements appropriately Work confidently with a range of tools, e.g. thin brush, small picture Be able to discuss purpose of a project, highlight key features and design purpose Start to generate ideas, considering the purposes for which they are designing- link with other subjects Confidently make labelled drawings from different views showing specific features When planning, explain choice of materials and components according to function and aesthetic Start to evaluate their work both during and at the end of the assignment. <p><u>Artist</u> Alaa Awad</p>											

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DT	<p><u>Edward Tulane’s Wardrobe</u></p> <ul style="list-style-type: none"> Children will study and describe a variety of outfits and simple joins (glue, pin, stitch) and how materials have been joined Children will learn about a variety of hand-sewing stitches, then either practise joining pieces of scrap material using different hand-sewing stitches Children will learn how zips, buttons, poppers and toggles may be used to fasten clothes. They may then either practise sewing buttons and button holes, or sewing and attaching toggles and loops Children will consider materials and embellishments by sewing may make a product design more attractive. They may advance to decorative sewing methods Children will draw and annotate designs for Edward Tulane’s clothes, taking into consideration some given limitations, and thinking about how it may be decorated, which outfit would be most suited to stitching, creating, etc Referring to designs, children will make and evaluate outfits and ‘wardrobes’. Reviews will express what went well and what they were good at, happy with, improve next time, etc. <p><u>Designers – Look at clothes designers for interest and effect</u></p>						
COMPUTING	<p>COMPUTING STRAND: Digital Literacy Unit 4.2 Online Safety - Programs; 2Respond, 2Connect, 2Investigate</p> <ul style="list-style-type: none"> To understand how children can protect themselves from online identity theft To understand that information put online leaves a digital footprint or trail and that this can aid identity theft To identify the risks and benefits of installing software including apps To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism To identify appropriate behaviour when participating or contributing to collaborative online projects for learning To identify the positive and negative influences of technology on health and the environment To understand the importance of balancing game and screen time with other parts of their lives. 	<p>COMPUTING STRAND: Computer Science Unit 4.8 Hardware Investigators - Programs; 2Connect, 2Question, 2Quiz,</p> <ul style="list-style-type: none"> To understand the different parts that make up a computer To recall the different parts that make up a computer. 	<p>COMPUTING STRAND: Information Technology Unit 4.4 Writing for Different Audiences - Programs; Writing Templates, 2Simulate, 2Connect (Mind Map), 2Publish Plus</p> <ul style="list-style-type: none"> To explore how font size and style can affect the impact of a text To use a simulated scenario to produce a news report To use a simulated scenario to write for a community campaign. 				
PE	<p><u>Tennis</u></p> <ul style="list-style-type: none"> To be in the correct position to move and receive/ return the ball To be alert to opposing player To identify types of throws to different targets To explore techniques used in a forehand shot To play in small games against opposition using forehand shots to score points To introduce backhand shots To attempt to self-feed for backhand shots To identify the differences between forehand and backhand shots To demonstrate ready positions to return serve To move towards and return a moving ball To return balls to different positions on the court To play in a game keeping score To describe how to score in a variety of different scenarios in tennis 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> To throw and catch the ball with increasing accuracy To hit the ball in to zones to score points To work as an individual to keep score To work with a partner to score singles To work with a partner to score runs To run at speed to avoid being run out To intercept a moving ball over varying distances To intercept balls to stop runs in game situations To work with team to return balls un the field To bowl overarm from a stationary position at a target To attempt to bowl over arm in a game To bowl from both ends of the wicket (over and under arm) To use overarm bowling in game situation with some consistency To effectively stop a bouncing ground ball 					

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	<ul style="list-style-type: none"> To play competitively and cooperatively with others and against other. 	<ul style="list-style-type: none"> To identify and describe successful play.
MUSIC	<p>Unit: Changes in Pitch, tempo and dynamics Theme: Rivers</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music Identifying gradual dynamic and tempo changes within a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues) Identifying common features between different genres, styles and traditions of music Recognising, naming and explaining the effect of the interrelated dimensions of music Identifying scaled dynamics (crescendo/decrecendo) within a piece of music Using musical vocabulary to discuss the purpose of a piece of music. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments Beginning to improvise musically within a given style (Blues) Developing melodies using rhythmic variation, transposition, inversion, and looping Creating a piece of music with at least four different layers and a clear structure Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions Suggesting improvements to others work, using musical vocabulary. <p>Performing</p> <ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers, with accuracy and awareness of their part in the group performance Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique Playing syncopated rhythms with accuracy, control and fluency 	<p>Unit: Haiku, music and performance Theme: Hanami Festival</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music Identifying gradual dynamic and tempo changes within a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues) Identifying common features between different genres, styles and traditions of music Recognising, naming and explaining the effect of the interrelated dimensions of music Identifying scaled dynamics (crescendo/decrecendo) within a piece of music Using musical vocabulary to discuss the purpose of a piece of music. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments Beginning to improvise musically within a given style (Blues) Developing melodies using rhythmic variation, transposition, inversion, and looping Creating a piece of music with at least four different layers and a clear structure Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions Suggesting improvements to others work, using musical vocabulary. <p>Performing</p> <ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes Singing and playing in time with peers, with accuracy and awareness of their part in the group performance Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique Playing syncopated rhythms with accuracy, control and fluency Playing simple chord sequences (12 bar blues) <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>

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SRE/ PSHE	<p><u>Internet Safety</u></p> <ul style="list-style-type: none"> To know about people who help them stay healthy and safe in both the real and online world To know what to do if faced with something they are uncomfortable with online To recognise the need to choose age-appropriate games to play on their devices, and when to limit use To recognise the need to protect their devices from viruses. <p><u>Cross – Curricular work in Geography</u></p> <ul style="list-style-type: none"> To be aware of a range of different environmental concerns, both locally and globally To research, discuss and debate issues related to the environment. <p><u>Children’s Mental Health Week - 3rd – 9th February 2025 – ‘Know Yourself, Grow Yourself’</u></p> <ul style="list-style-type: none"> To know about a wider range of feelings, both good and bad. Children understand that people can experience conflicting feelings at the same time To understand that life is full of small, brave steps To know that sharing worries with someone they trust is a brave thing to do. 	<p><u>RSHE</u></p> <ul style="list-style-type: none"> To describe the human lifecycle. They can describe some of the changes that happen as we grow up They can explain how puberty fits into the human lifecycle To identify which parts of the body change during puberty. They can describe some of the physical differences between children and teenagers To understand that going through puberty can affect their bodies and feelings. They understand that children change into adults so that they are able to reproduce, and puberty is a part of this process To recognise that becoming more independent can also mean having more responsibility for looking after themselves. <p><u>Neurodiversity Week</u></p> <ul style="list-style-type: none"> To know that mental health and wellbeing is a normal part of daily life, in the same way as physical health. They recognise that there are a wide range of feelings that people can experience at the same time. To learn some simple strategies for learning alongside children with neurodiversity. <p><u>Financial Education</u></p> <ul style="list-style-type: none"> To know there is a range of jobs – paid and unpaid. To describe different jobs that they might do to earn money when they are older. They understand that some jobs pay more than other To understand that managing money is complex and if they need help, there are people who can help them To know that some things are better ‘value for money’ than others. They understand that it may not be possible to have everything you want, straight away, if at all. <p>British Values – Mutual Respect and Tolerance</p>
FRENCH	<p><u>Au salon de thé (At the Tea Room)</u></p> <ul style="list-style-type: none"> To remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé To understand better how to change a singular noun to plural form To perform a short role-play ordering what they would like to eat and drink. 	<p><u>La Date (The Date)</u></p> <ul style="list-style-type: none"> To repeat and recognise the months of the year in French To ask when somebody has a birthday and say when they have their birthday To say the date in French To create a French calendar To recognise key dates in the French calendar.
JS	<p><u>Parasha</u></p> <ul style="list-style-type: none"> To know the name of the weekly Parasha To be able to write the name of the weekly Parasha and understand its meaning Parashat Vayechi – Working together Parashat Shemot –Standing up against injustice Parashat Va’era – Accepting help to succeed with a task Parashat Bo – To know that everyone has an important role to play in the world Parashat Beshalach – To appreciate the needs of others. <p><u>Skills</u></p> <ul style="list-style-type: none"> To review how to read words with a loud and quiet shva 	<p><u>Skills</u></p> <ul style="list-style-type: none"> Hebrew reading fluency through Megillat Esther texts Hebrew reading fluency through the Pesach Haggadah text Hebrew reading fluency through Hallel – Min Hametzar. <p><u>Chagim: Purim</u></p> <ul style="list-style-type: none"> To understand the origin and meaning of the word Purim To know that Esther was also called Hadassah To know that the words– ‘Layehudim hay’tah ora’ in the Havdalah service is taken from the Megillah To know the halachot for the four mitzvot of Purim

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- To be able to read words with a double shva at the end of a word
 - To be able to read words with twin letters and a shva under the first letter.
- Topic**
- To know who Eliyahu HaNavi was and how he brought hope to the Jewish people of his generation
 - To know what the ultimate act of compassion which Elisha did
 - To know who David Hamelech was and why he was such an important hero in Judaism.
 - To analyse the differences between shamor and zachor in expanding on idea of do's and don'ts
 - To know the significance of Friday Kiddush and how it relates to Shabbat.
- Chagim: Tu BiShvat**
- To review why trees are important for our environment
 - To look at the source for Bal Tashchit in the Torah and understand about conservation and use of trees
 - To know and experience the custom of a Tu Bishvat Seder.

- To know that the mitzvah to observe Purim is not written in the Torah but was ordained by the Rabbis.
- Chagim: Pesach**
- To know that Pesach is the first of the Shalosh Regalim
 - To know that the story of Pesach is written in Sefer Shemot
 - To know about mechirat chametz and bitul chametz
 - To know that for food to be Kasher for Pesach it must fulfil specific criteria
 - To know specific topics and songs from the Haggadah and know some of their sources, including Avadim Hayinu, Rabbi Eliezer in English, Vehi She'amda, verses of Dayenu, Min Hametzar in Hallel
 - To know that there are two days of Yom Tov at the beginning and at the end of Pesach (outside Israel) and only one day of Yom Tov at each end in Israel
 - To know the names of all the items on the Seder plate in Hebrew and into the reasons for Zeroa, Beitzah and Chazeret, ensuring that they now know why we have all the items.