



# Curriculum Planner

**Term: Spring 2 2025**

**Year: 4**

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

<b>Church school value of the term:</b>	<b>British value of the term:</b>
Trust	The Rule of Law

<b>Dream big</b> High academic ambition High expectations Career aspirations The world is your oyster!	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> <li>Vocabulary focus linked to:  <b>Science: Living Things and Habitats</b>  <b>RE: Pentecost</b>  <b>Geography: Brazil</b></li> <li>Class read: My Brother is a Superhero by David Solomons</li> <li>Exploration of subject-based career opportunities through discussion</li> <li>Global learning: Weekly 'Newsround' and 'Picture News' discussions</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the different ways in which we can demonstrate trust.</li> <li>Class reflection area and Worship book demonstrate a focus on trust.</li> <li>Visits to the Peace Garden</li> <li>Completing a litter pick both within and outside the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>PSHE: Leadership, Teamwork and Community</li> <li>Understanding the benefits of daily exercise through the Golden Mile.</li> <li>Using the Calm Corner and other mindful strategies to develop our emotional regulation</li> <li>Using the thoughts and feelings box in the classroom as reflection</li> <li>Understanding the World: Brazil</li> <li>Local landscapes visitor</li> </ul>

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p><u>Anchor Text:</u> Brilliant Brazil</p> <p style="text-align: center;"><b>Reading</b></p> <p><u>Vocabulary:</u></p>	<p style="text-align: center;"><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Mixed numbers and improper fractions</li> <li>Equivalent fractions</li> <li>Add 2 or more fractions</li> <li>Subtract 2 or more fractions</li> </ul>	<p style="text-align: center;"><b>Living Things and Their Habitats:</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> </ul>

Root words, prefixes and suffixes to help understand the meaning of new vocabulary  
Use a dictionary to check the meaning of new vocabulary  
Discuss why certain words and phrases capture the readers' imagination

Inference:

Make inferences based on evidence from different points in the text, linked to characters' actions and behaviour

Explain:

Identify basic features of organisation at sentence/text level

Identify themes and conventions in a wide range of books

**Writing:**

- Identify purpose, audience and genre of information texts
- Identify features of information texts
- Find features of information texts from a success criteria
- Evaluate effectiveness of narratives
- Understand and consistently use appropriate tense (present tense)

**Spelling, Punctuation and Grammar**

- Present Tense and Third Person
- Conjunctions e.g. therefore, however
- Appropriate choice of pronoun to aid cohesion
- Determiners
- Technical Vocabulary
- Punctuation – full stops, capital letters, question marks, exclamation marks

- Subtract from whole amounts

**Decimals**

- Recognise tenths and hundredths
- Tenths as decimals, on a place value grid and on a number line
- Divide 1 and 2 digits by 10
- Hundredths as decimals, on a place value grid and on a number line
- Divide 1 or 2 digits by 100

***Consolidation of previously taught skills and knowledge in Year 4***

- 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.

**Working Scientifically:**

- Using and making simple guides or keys to explore and identify local plants and animals
- Making a guide to local living things
- Raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

<p align="center"><b><u>Religion and World Views</u></b></p> <p align="center"><b>Understanding Christianity: When Jesus left, what was the impact of Pentecost?</b></p> <ul style="list-style-type: none"> <li>• Make links between the story of Pentecost and the Kingdom of God</li> <li>• Discuss the feelings felt at Pentecost</li> <li>• Show that Christians believe that Jesus rules in their hearts by the Holy Spirit</li> <li>• Understand what Christians believe the Kingdom of God is like</li> <li>• Give examples of the impact of Pentecost on Christians</li> </ul>	<p align="center"><b><u>Geography</u></b></p> <p align="center"><b>Brazil</b></p> <p><u>Place knowledge:</u> Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p> <p><u>Human and physical geography:</u> Describe and understand key aspects of: Physical geography: climate, biomes, vegetation belts, food, water Human geography: types of settlements and land use, economic activity including trade links</p> <p><u>Geographical skills and fieldwork:</u> Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps.</p>	<p align="center"><b><u>Physical Education</u></b></p> <p><b>4SC – Swimming</b></p> <p><b>4KC – Football</b></p> <ul style="list-style-type: none"> <li>• Run onto the ball to receive it</li> <li>• Explore front and goal-side marking techniques</li> <li>• Perform a standing tackle to dispossess an attacker</li> <li>• Dribble, showing good control to progress forward</li> <li>• Pass over longer distances and set up teammates to shoot</li> <li>• Perform passing and moving with a teammate.</li> </ul>
<p align="center"><b><u>Art</u></b></p> <p align="center"><b>Photography/Painting</b></p> <ul style="list-style-type: none"> <li>• Photography composition, cropping and printing</li> <li>• Match colours with increasing accuracy</li> <li>• Plan and create different effects and textures</li> <li>• Combine two media for effect</li> <li>• Work collaboratively</li> <li>• Compare ideas and methods with others</li> <li>• Focus Artist: Aliza Razell</li> </ul>	<p align="center"><b><u>Music</u></b></p> <p align="center"><b>The Beatles (Blackbird)</b></p> <ul style="list-style-type: none"> <li>• Pop</li> <li>• To talk about style indicators of a song, musical dimensions and instruments heard.</li> <li>• Confidently identify and move to the pulse</li> <li>• To talk about the music and how it makes them feel</li> <li>• Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>• To use musical words in discussions.</li> </ul>	<p align="center"><b><u>PSHE/RSE</u></b></p> <p align="center"><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Understand and give examples of mutual respect.</li> <li>• Understand the term ‘racism’ and explain the impact that racism has</li> <li>• Recognise what constitutes a positive, healthy relationship</li> <li>• Recognise different types of relationships</li> <li>• Explain what makes a good friend and how to maintain friendships</li> <li>• Understand the meaning of marriage</li> </ul>
<p align="center"><b><u>Computing – Purple Mash</u></b></p> <ul style="list-style-type: none"> <li>• Discuss what makes a good animated film or cartoon.</li> <li>• Learn how animations are created by hand.</li> <li>• Find out how animation can be created in a similar way using the computer.</li> <li>• Learn about onion skinning in animation.</li> </ul>	<p align="center"><b><u>SMSC</u></b></p> <p><b>Social:</b> PSHE: Leadership, Teamwork and Community French: Effective Communication</p> <p><b>Moral:</b> PSHE: Learning to work as a team RE: understanding the impact of Pentecost in moral terms.</p> <p><b>Spiritual:</b> Exploring the different ways in which we can show friendship to others.</p>	<p align="center"><b><u>Language of the Moment / French</u></b></p> <p align="center"><b>Presenting Myself</b></p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> </ul>

<ul style="list-style-type: none"> <li>• Add backgrounds and sounds to animations.</li> <li>• Be introduced to 'stop motion' animation.</li> <li>• Share animation on the class display board and by blogging.</li> </ul>	<p>RE: Understanding the impact of Pentecost in modern Christianity.</p> <p><b>Cultural:</b> Understanding tolerance in a multicultural school and society</p> <p>Geography: Physical and Cultural aspects of Brazil</p>	<ul style="list-style-type: none"> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul>
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<p><b><u>Parental engagement:</u></b> Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading. Photographs will be put on the school website and Facebook to keep parents informed about their children's learning. World Book Day</p>	<p><b><u>Visits and visitors:</u></b> Visit to the South common with a science focus  Lyndsey from Local Landscapes to make Bug houses.</p>
<p><b><u>Cultural Capital:</u></b> Visits to the South Common and Lincoln Central Library. Peace Garden available for reflection time at playtimes. Valuing the diverse culture and languages that the children bring to Year 4, including language of the month.</p>	<p><b><u>Global Learning:</u></b> First News comprehension activities and reading the articles/newspapers. Weekly 'Newsround' and 'Picture News' discussions Language of the moment during registration Reading a range of books linked to different global themes</p>
<p><b><u>Caring for the environment and each other:</u></b> Recycling paper in the classroom Litter Picking in and out of school Deforestation awareness in Geography</p>	<p><b><u>Outdoor Learning:</u></b> <b><u>Maths:</u></b> Equivalent fractions, compare and order mixed numbers <b><u>Science:</u></b> Create your own classification key <b><u>Geography:</u></b> Sort features of Brazil into human or physical <b><u>Other:</u></b> Reading tent, mindfulness resources, writing resources</p>