Year 4 Curriculum Plan – Spring 1					
Subject	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
English (including composition, reading comprehension and spoken English.)	**Play Scripts** Introduction to Romeo and Juliet and Shakespeare. Book study of the play. Write a soliloquy in role as favourite character.	**Play Scripts** Compare play scripts with books. Study features of play scripts (including organisation and punctuation) and act out scenes.	**Play Scripts** Write a play script for Romeo and Juliet, including all the organisational features that we have been learning about.	**Persuasive writing** Identifying features of persuasive writing (including addressing the reader). Reading and annotating texts, looking at powerful adjectives / emotive language.	**Persuasive writing.** Sentence construction; adding adjectives, adverbs and conjunctions. Use of commas. Exaggeration. Persuasive writing.
Spelling, punctuation and Grammar	**Spellings**: Prefixes – 'in' and 'im'. **Grammar:** Identifying and understanding adverb, adverbial phrases and fronted adverbials.	**Spellings**: Suffixes - 'ly' used to turn verbs to adverbs. **Grammar:** Identifying and understanding adverb, adverbial phrases and fronted adverbials.	**Spellings**: Suffixes - 'ly' used to turn verbs to adverbs. **Grammar:** Using brackets to add extra information. Using capital letters for proper nouns.	**Spellings**: Suffixes – ous **Grammar:** Text features identifying adjectives and language choices.	**Spellings**: Personal Spellings: addressing individual children's spelling misconceptions. **Grammar:** Sentence construction, adjectives, adverbs, conjunctions, commas.
Examples of English across the curriculum	Using adjectives, similes and metaphors to describe foods in ICC.	Using information books to research contrasting geographical regions.	RE – retrieving information from a text, relating this to our own personal experiences.	Persuasive Writing – creating tourist brochures.	Writing scientifically – Importance of clear/unambiguous writing and use of technical vocabulary.
Maths *(Children performing well in any particular area will accessing more demanding challenges)*	Multiplying two-digit and three-digit numbers by a one-digit number using formal written layout (Grid Method). Using factor pairs and commutativity in mental calculations. Solving problems involving multiplying and adding, including using the distributive law.	Adding and subtracting numbers with up to 4 digits using the formal written methods of columnar addition and subtraction. Solving addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Estimating and using inverse operations to check answers to a calculation	Rounding any number to the nearest 10, 100 or 1,000. Identifying, representing and estimating numbers using different representations Adding and Subtracting fractions with the same denominator	Finding the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Finding the area of rectilinear shapes by counting squares. Measuring and calculating the perimeter of a rectilinear figure (including squares) in centimetres and metres	Describing positions on a 2-D grid as coordinates in the first quadrant Describing movements between positions as translations of a given unit to the left/right and up/down Plotting specified points and draw sides to complete a given polygon.

Examples of Maths across the curriculum	Direction and distance – Map work, looking at maps of Europe	Science investigation – Measuring.	Famous Italians - Fibonacci number sequence	Angles – the leaning tower of Pisa.	Drawing graphs to represent science experiment results.
International Creative Curriculum	**Italy** Food from different European countries (comparing food from different regions of Europe), and labelling European countries and capitals on maps. Exploring grid references and making geographical statements. Looking at the topography of Europe. Making Pizzas at Pizza Express (4BC and 4L)	**Italy** Exploring Venetian carnivals and masks. Looking at Murano glass and create own replica by selecting suitable equipment and techniques.	**Italy** Learn about the lives and significance of famous Italian composers and artists such as Vivaldi, Leonardo Da Vinci and Michelangelo, and create work in the style of the artist Giuseppe Arcimboldo.	**Italy** DT project, children design, make and evaluate a model of a famous Italian building (Colosseum or Leaning tower of Pisa).	**Italy** Learning some basic phrases in Italian and singing simple Italian songs. Making Pizzas at Pizza Express (4H and 4R) Preparing for our Italian Fayre
Science	**Scientific Inquiry** Making predictions What would happen if we put a skittle in water? Children will be given some equipment. What questions could we ask? Children practise making predictions and generating scientific questions.	**Scientific Inquiry** Understanding the Importance of accurate measurements vs observations Children will complete experiments about optical illusions and about how you can 'trick' your brain.	**Scientific Inquiry** Interpreting evidence and drawing conclusions. Links to sports. To taller people have bigger feet? Do taller people run faster? How would be find out? Children design their own investigation to a question they pose and follow it through to reach a conclusion.	**Scientific Inquiry** The importance of considering things carefully before planning an investigation. Which is your favourite apple? Children carry out an investigation, focusing on how to eliminate bias and outside influence.	**Scientific Inquiry** Planning your own experiment. Children pose a question. Then using their knowledge of how to successfully plan and carry out an investigation, they will follow through with their inquiry to reach a conclusion.
Computing	Using digital media for recording images working as a group to create scenes for Romeo and Juliet. Looking at history of animation.	Using digital media for recording images. Continue working as a group to create scenes for Romeo and Juliet. Share videos with peers and evaluate.	Research modern day Italy with the aim of making a travel brochure.	Design and make travel brochure using program of children's choice. Application of persuasive writing skills taught in English.	Complete brochures and share with class. Children to share learning and evaluate travel brochures. Application of persuasive writing skills taught in English.

Music	**Dragon Scales** Pupils work out melodic intervals by ear. They compose melodies from a set of given intervals. They perform their compositions to an audience.	**Dragon Scales** Pupils learn and perform 'Skye Boat Song'. They identify structure and phrases. Pupils perform melody by ear on keyboards.	**Dragon Scales** Pupils learn to recognise the use of scales in music. Pupils use Do-re-mi and Kodaly hand signals to describe the shape of a melody.	**Dragon Scales** Pupils identify the structure of a song. They learn a melodic ostinato to use as an accompaniment to the song. They perform both parts together.	**Dragon Scales** Pupils learn the song 'Jibber Jabber'. They use keyboards and tuned percussion to accompany a performance of the song.
Religious Education	**Islam** What are the 5 pillars of Islam?	**Islam** What is the Qur'an? How do you read and write in Arabic?	**Islam** Why is the Qur'an important to Muslims?	**Islam** What is Shahadah?	**Islam** Why are there no pictures or statues in Islam?
French	**My Town (*Ma ville)*** **How much does it cost?** *Ça coûte combien?* <u>Key words/phrases</u> *un euro*, *un euro vingt*, *deux euros*, *deux euros cinquante, cinquante centimes, trop cher*, *très bien* *Ça coûte combien?* *Ça coûte…*	**My Town (*Ma ville)*** **In your town** *Dans ta ville* <u>Key words/phrases</u> *des magasins, une église*, *un supermarché*, *un centre de loisirs, un théâtre* , *une gare*, *une rivière*, *un jardin public, un musée* *Qu'est-ce qu'il y a dans ta ville?* *Il y a…*	**My Town (*Ma ville)*** **Where is…?** *Où est…?* <u>Key words/phrases</u> *la gare*, *la piscine, continuez tout droit, tournez à gauche*, *tournez à droite*, *prenez la première rue à gauche, prenez la deuxième rue à droite, voilà* *Où est…?*	**My Town (*Ma ville)*** **Shops** *Les magasins* <u>Key words/phrases</u> *la boucherie, la boulangerie*, *la patisserie*, *la confiserie*, *le marché*, *la banque*, *la pharmacie*,*la poissonnerie* *Qu'est-ce que c'est ? C'est…*	**My Town (*Ma ville)*** **Éric goes shopping** *Éric fait du shopping* <u>Key words/phrases</u> *une animalerie*, *le marchand*, *il trouve* , *il vend*, *il saute*, *se cacher*, *Arrête! Fâché*, *Ça coûte combien?*