

Year 4 Curriculum Plan – Spring 2

| Subject | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 | Phase 6 |
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| English (including composition, reading comprehension and spoken English.) | <p>Beowulf</p> <p>Introducing the story of Beowulf and acting out key parts of the story.</p> <p>Looking at the old English language and making links to modern day English. Exploring a wide variety of word origins in the English language.</p> <p>Writing a Kenning that would describe Beowulf.</p> | <p>Take One Book (World Book Week)</p> <p>Each class in the school will study a different book. All the learning for the week will be based around the class book.</p> | <p>Beowulf</p> <p>Looking at monsters, and how to describe monsters effectively, creating our own monster for Beowulf to challenge.</p> <p>Planning our own story based on Beowulf, using techniques such as shared writing and oral rehearsal to refine our ideas.</p> <p>Looking at the effect word order has on the reader.</p> | <p>Beowulf</p> <p>Writing our opening paragraph of our own story.</p> <p>Looking closely at how Grendel is introduced in Beowulf and using this as inspiration for introducing our own monster into our story.</p> <p>Writing the build-up of the story, focussing on developing atmosphere and suspense.</p> | <p>Beowulf</p> <p>Using our senses to describe a setting.</p> <p>Writing a battle scene (using short snappy sentences) and an ending to our story.</p> <p>Editing and redrafting our story to improve it (ongoing throughout the unit).</p> | <p>Exploring Form</p> <p>Reading a selection of poems and discussing the poet's choice of words and rhythm.</p> <p>Performing a range of poetry.</p> <p>Exploring Kennings and rhyming couplets.</p> <p>Writing our own Kenning about an animal.</p> |
| Spelling, punctuation and Grammar | <p>Spelling: -sion</p> <p>Grammar: Fronted adverbials.</p> | <p>Spelling: -cian</p> <p>Grammar: Will vary across the classes due to 'take one book' week.</p> | <p>Spelling: Words with /k/ sound spelt 'ch'</p> <p>Grammar: Identifying determiners.</p> | <p>Spelling: -Words ending with /g/ sound spelt 'gue'</p> <p>Grammar: Direct and indirect speech</p> | <p>Spelling: Compound words</p> <p>Grammar: Apostrophes for omission and for possession.</p> | <p>Spelling: -Words with the /s/ sound, spelt 'sc'</p> <p>Grammar: Formal and informal language</p> |
| Maths | <p>Statistics</p> <p>Children will explore the difference between discrete data and continuous data, and which type of graph best represents each type of data.</p> <p>Children will solve problems based on</p> | <p>Take One Book (World Book Week)</p> <p>Each class in the school will study a different book. All the learning for the week will be based around the class book.</p> | <p>Measures</p> <p>Children will use their knowledge of multiplying and dividing by 10, 100 and 1000 to convert between different units of measurement (e.g. km to m).</p> <p>Children will calculate different measures</p> | <p>Measures (Time)</p> <p>Children will practice reading the time on analogue and digital clocks (children will practise on both a 12 hour and 24 hour digital clock).</p> <p>Children will solve problems which will involve converting</p> | <p>Geometry</p> <p>Children will compare different quadrilaterals (four sided shapes) based on their properties.</p> <p>Children will recap the properties of triangles and how to classify triangles.</p> | <p>Mental methods to calculate and assessment</p> <p>Children will recap mental methods for carrying out calculations quickly and efficiently (including multiplication facts).</p> <p>Children will practise the skill of asking 'do I need</p> |

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| | information that is presented to them in a graph. | | (including money in pounds and pence – linking to calculating with decimals). | between units of time (hours to minutes etc.). Children will apply these skills to solving word problems and time investigations. | Children will complete shape investigations where they apply their knowledge of the properties of shapes. | a written method for this calculation or can I do it in my head?' as a starting point for calculating. Children will complete an end of term assessment. |
| International Creative Curriculum | Anglo-Saxons Who were the Anglo-Saxons? Where did they come from? What and where were the seven Anglo-Saxon Kingdoms? Identifying these ancient Kingdoms on a map. | Take One Book (World Book Week) Each class in the school will study a different book. All the learning for the week will be based around the class book. | Anglo-Saxons What did the Anglo-Saxons believe? Do any of these beliefs exist in modern culture? Looking at Paganism and the Gods that Anglo-Saxons worshipped. What is the mystery of Sutton Hoo? | Anglo-Saxons What is a hill fort and what was it used for? Looking at Anglo-Saxon armour and weapons. Designing armour based on what we know about the Anglo Saxons. | Anglo-Saxons Trip to West Stow, Anglo-Saxon Village, Bury St Edmunds. Writing in role as an Anglo-Saxon living in West Stow – using real life experiences from the visit for inspiration. | Anglo-Saxons How did the Anglo-Saxons speak, read and write? Looking at Saxon Runes to try and decode what they say. Sewing a draw string purse. Painting rune stones. |
| Science | Sound What is sound? Investigating vibrations and how sound travels. | Take One Book (World Book Week) Each class in the school will study a different book. All the learning for the week will be based around the class book. | Sound How we hear sound and the structure of the human ear. | Sound Investigating pitch and volume and studying how animals use sound. | Sound Planning a fair test (focused on dependent and independent variables) on insulating sound. | Sound Conducting the investigation and drawing scientific conclusions from the results. |
| Computing | Animations <i>History of animation</i> Describing early forms of animation | Take One Book (World Book Week) Each class in the school will study a different book. All the | Animations <i>Stick figure animation</i> Creating a short computer animation | Animations <i>Creating a Beowulf animation.</i> Planning our own stop | Animations <i>Creating a Beowulf animation.</i> Creating models and | Animations <i>Creating a Beowulf animation.</i> Filming our stop motion |

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| | before computers and how computers have made a difference. | learning for the week will be based around the class book. | using one or more moving stick figures using pivot. | motion Beowulf animation. | props for our short animation. | film of Beowulf. Editing our clips into a short film |
| PSHE | <p>Sex & Relationships</p> <p><i>How have I changed?</i></p> <p>Looking at the various stages of a person's life: Infancy, childhood, adolescence, adulthood, old age. Exploring the changes that happen during each phase.</p> | <p>Sex & Relationships</p> <p><i>What changes will happen to my body as I grow older?</i></p> <p>Exploring the physical changes that happen to boys' and girls' bodies during puberty.</p> | <p>Sex & Relationships</p> <p><i>What changes will happen to my body as I grow older?</i></p> <p>Continuing to explore the changes that occur during puberty; including learning about periods.</p> <p>Discussing the importance of personal hygiene.</p> | <p>Sex & Relationships</p> <p><i>How is a baby made?</i></p> <p>Exploring the roles of the male and female reproductive organs.</p> <p>Discussing how same-sex couples start a family.</p> | <p>Sex & Relationships</p> <p><i>Do I have to behave a certain way because of my gender?</i></p> <p>Looking at what gender stereotypes are and how we can overcome these.</p> | <p>Sex & Relationships</p> <p><i>Can people who are very different still be good friends?</i></p> <p>Watching 'Jake's story'. Jake does not like 'boy things'. How does this affect his relationship with his peers?</p> |
| Music | <p>Rehearsal for the Norfolk Music festival at St Andrew's Hall.</p> | <p>Take One Book (World Book Week)</p> <p>Each class in the school will study a different book. All the learning for the week will be based around the class book.</p> | <p>Painting with Sound</p> <p>Listening to a piece of music and discussing the mood it creates. Composing a piece of music to represent movement.</p> | <p>Painting with Sound</p> <p>Reading a short drama script. Discussing how music could be used to represent the actions in the script. Composing music to represent actions.</p> | <p>Painting with Sound</p> <p>Reading the poem 'Seashore'. Discussing the images created by the poem. Reflecting on how music could be used to represent images.</p> | <p>Painting with Sound</p> <p>Listening to 'Storm' by Benjamin Britten. Discussing the images created by the music. Developing our own compositions to represent the images created by the poem 'Seashore'.</p> |
| Religious Education | <p>What was good about Good Friday?</p> <p>Learning why Easter is the most important time of the Christian calendar.</p> | <p>Take One Book (World Book Week)</p> <p>Each class in the school will study a different book. All the learning for the week will be based around the class book.</p> | <p>What was good about Good Friday?</p> <p>Learning about the Last Supper, the betrayal and the crucifixion.</p> | <p>What was good about Good Friday?</p> <p>Writing newspaper reports about the events of Easter Sunday.</p> | <p>What was good about Good Friday?</p> <p>What does the egg symbolise and how does this relate to the story of Easter?</p> | <p>What was good about Good Friday?</p> <p>Looking at how Easter is celebrated all over the world and making comparisons to how Christians in the UK celebrate Easter.</p> |
| French | <p>Decrire les gens (Describing People)</p> <p>Tu es comment? (What are you like?)</p> | <p>Take One Book (World Book Week)</p> <p>Each class in the school will study a different book. All the</p> | <p>Decrire les gens (Describing People)</p> <p>Les cheveux (Hair) Nous sommes tous</p> | <p>Decrire les gens (Describing People)</p> <p>La fee et le pirate (The fairy and the pirate)</p> | <p>Decrire les gens (Describing People)</p> <p>Je porte... (I'm wearing...)</p> | <p>La grenouille triste (The sad frog)</p> <p>Reading the story of Georgette the sad frog, who isn't happy with</p> |

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| | <p>Describing your height and eye colour.</p> <p><u>Key words and phrases:</u> <i>Les yeux, blues, verts, marron, noisette, je suis..., grand, petit, j'ai...,</i></p> | <p>learning for the week will be based around the class book.</p> | <p>différents (We're all different)</p> <p>Describing what hair colour your friend has.</p> <p><u>Key words and phrases:</u> <i>blonds, bruns, roux, noirs, gris, mon ami, raides, boucles, ondules, courts, longs, percées</i></p> | <p>Learning new French adjectives to describe the fairy and the pirate.</p> <p><u>Key words and phrases:</u> <i>Gros, mince, gentil, mauvais, content, triste, intelligent, stupide, est comment? Il est... Elle est...</i></p> | <p>Learning to say what you are wearing.</p> <p><u>Key words and phrases:</u> <i>Une robe, un pantalon, un jean, un pull, un tee-shirt, une chemise, une jupe, des chaussures, des chaussettes, un chapeau, qu'est-ce que tu portes? Je porte...</i></p> | <p>how she looks.</p> <p>Acting out the story and practicing our speaking and listening skills.</p> <p><u>Key words and phrases:</u> <i>Une grenouille, un serpent, une fête, triste, gentil, camoufle, gober, cracher</i></p> |
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