

Year 4 Curriculum Plan – Spring 2

Subject	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
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>

	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

	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>

	<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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