

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.)	<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>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 – linked to our learning of Norse and Old English language.</p>
Spelling, punctuation and Grammar	<p>Spellings: Adding the pre-fix 'inter' and recognise homophones.</p> <p>Grammar: Identifying and understanding contractions, apostrophes for admission and possession. Recognising compound words.</p>	<p>Spellings: Adding the pre-fix 'inter' and recognise homophones.</p> <p>Grammar: Encourage pupils to develop choosing words for effect. Re-write sentences to make them more powerful.</p>	<p>Spellings: Words with they ay sound spelt 'eigh', 'ei', 'ey'</p> <p>Grammar: Recognise similes and metaphors and use them within their writing.</p>	<p>Spellings: Words with the 'ay' sound spelt 'eigh', 'ei', 'ey'</p> <p>Grammar: Fronted adverbials. Personification. Children will need to edit their own work.</p>	<p>Spellings: Words ending in 'ous'</p> <p>Grammar: Personification, alliteration, similes and metaphors.</p>
Examples of English across the curriculum	Create an information text within ICC.	Drama activities promoting speaking and listening.	Write a diary entry for an Anglo-Saxon.	Write an explanation of how to use a switch in a circuit.	Creating their own questions and answers for a quiz board in Science.
<p>Maths</p> <p><i>(Children performing well in any particular area will accessing more demanding challenges)</i></p>	<p>Rounding any number to the nearest 10, 100 or 1,000.</p> <p>Identifying, representing and estimating numbers using different representations</p>	<p>Multiplying two-digit and three-digit numbers by a one-digit number using formal written layout (Grid Method).</p> <p>Using factor pairs and</p>	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p>	<p>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.</p>	<p>Describing positions on a 2-D grid as coordinates in the first quadrant</p> <p>Describing movements between positions as translations of a given unit</p>

	Adding and Subtracting fractions with the same denominator	commutativity in mental calculations. Solving problems involving multiplying and adding, including using the distributive law (Example: $3 \times (2 + 4) = 3 \times 2 + 3 \times 4$)	Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry Recognise acute, obtuse and right angles.	Finding the area of rectilinear shapes by counting squares. Measuring and calculating the perimeter of a rectilinear figure (including squares) in centimetres and metres	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 – Parallel lines	Angles – positioning of Anglo-Saxon villages and forts.	Symmetry – Consider Anglo Saxon patterns used in jewellery	Measurement – Using a ruler to accurately draw electrical circuits.
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.	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 Sutton Hoo Writing in role as an Anglo-Saxon living in Sutton Hoo – 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	<u>Electricity</u> Understanding that electricity can be dangerous, and discussing how to identify electrical dangers. Creating a poster about using electricity safely.	<u>Electricity</u> Investigating how to change the brightness of a bulb in a series circuit. Introducing the idea of a parallel circuit.	<u>Electricity</u> Introducing the terms conductor and insulator. Understanding that all metals are conductors of electricity. Carrying out a simple experiment to test conductors.	<u>Electricity</u> Understanding how a switch works. Creating a switch in a circuit by using a range of different materials.	<u>Electricity</u> Creating a device for a specific purpose. Children will create their own light-up 'quiz boards', applying their knowledge about circuits to a real life example. Drawing accurate circuit diagrams of circuits they have created.

Computing	<i>History of animation</i> Describing early forms of animation before computers and how computers have made a difference.	<i>Stick figure animation</i> Creating a short computer animation using one or more moving stick figures using pivot.	<i>Creating a Beowulf animation.</i> Planning our own stop motion Beowulf animation.	<i>Creating a Beowulf animation.</i> Creating models and props for our short animation.	<i>Creating a Beowulf animation.</i> Filming our stop motion film of Beowulf. Editing our clips into a short film.
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?
PATHS	Linked to English - Explore the diverse mix of cultures, traditions, language etc that makes someone British. Use Benjamin Zephania poem that explores diversity as well as the language.	Making Good Decisions Consider different stories where choices need to be made.		Being Responsible and Caring for Others Consider what it means to be responsible and create change. What does social responsibility mean?	
French	My Town (<i>Ma ville</i>) How much does it cost? <i>Ça coûte combien?</i> <u>Key words/phrases</u> <i>un euro, un euro vingt, deux euros, deux euros cinquante, cinquante centimes, trop cher, très bien</i> <i>Ça coûte combien?</i> <i>Ça coûte...</i>	My Town (<i>Ma ville</i>) In your town <i>Dans ta ville</i> <u>Key words/phrases</u> <i>des magasins, une église, un supermarché, un centre de loisirs, un théâtre, une gare, une rivière, un jardin public, un musée</i> <i>Qu'est-ce qu'il y a dans ta</i>	My Town (<i>Ma ville</i>) Where is...? <i>Où est...?</i> <u>Key words/phrases</u> <i>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</i>	My Town (<i>Ma ville</i>) Shops <i>Les magasins</i> <u>Key words/phrases</u> <i>la boucherie, la boulangerie, la pâtisserie, la confiserie, le marché, la banque, la pharmacie, la poissonnerie</i> <i>Qu'est-ce que c'est ? C'est...</i>	My Town (<i>Ma ville</i>) Éric goes shopping <i>Éric fait du shopping</i> <u>Key words/phrases</u> <i>une animalerie, le marchand, il trouve, il vend, il saute, se cacher, Arrête! Fâché, Ça coûte combien?</i>

		<i>ville?</i> <i>Il y a...</i>	<i>Où est...?</i>		
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