Year 4 Curriculum Plan – Summer 1						
Subject	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English (including composition, reading comprehension and spoken English.)	**Figurative Poetry** Using 'The book of words'. Discuss the origin of words and those that are no longer in use.	**Figurative Poetry** Using the stimulus from last week. Write their own poem where certain letters in each line spell out a word or phrase.	**There's a boy in the girls' bathroom by Louis Sachar** Looking at the way the author uses language to develop characters throughout the opening chapters. Children will then use this knowledge to write a diary entry in role. Children will create theme maps to identify themes within each chapter and across the book.	**There's a boy in the girls' bathroom by Louis Sachar** Children will continue to read the novel and explore the way the author has developed the characters over time. The children will also discuss how the experiences of the characters changes their perspective. Children will then continue their diaries, trying to carefully choose language to show the character has changed their outlook.	**There's a boy in the girls' bathroom by Louis Sachar** Children will finish reading the book, and through group discussion reflect on the relationships of the characters and how they developed and changed through the novel. Children will plan, draft, write and edit a final entry, exploring how a character can reflect on their experiences in the past tense.	**TAKE ONE BOOK WEEK**
Spelling, punctuation and Grammar	**Spellings**: The c sound spelt *–que* and the g sound spelt *-gue* **Grammar:** Recognising a pronoun/Plural pronouns	**Spellings**: Adding *ir-* to words beginning with *r* **Grammar:** Recognising contractions	**Spellings**: Adding the suffix *-ion* **Grammar:** Recognising determiners.	**Spellings**: Adding the suffix *-ion* **Grammar:** Identifying perfect and progressive tense.	**Spellings**: Revision of Year 4 words **Grammar:** Recognise the importance of using standard English.	
Examples of English across the curriculum	Using formal language to write about animals that live in the rainforest (ICC)	Using the features of non-chronological reports when writing about animal adaptations (ICC)	Using the features of non-chronological reports when writing about predators and prey (ICC)	Thinking about directional language and linking this it time conjunctions (Maths)	Thinking about the organisational features of our writing to make it clearer for the reader (RE)	
Maths *(Children performing well in any particular area will accessing more demanding*	**Factors and multiples** Recognising and using factor pairs in mental calculations. Recognising a prime number.	**Multiplication and division** Multiplying 3 digit numbers by a 1 digit number using formal	**Fractions** Fractions of amounts Recognising equivalent fractions Adding fractions with the same denominator	**Coordinates and translation** Describe positions on a grid in the first quadrant. Using coordinates to complete a drawing	**Adding and subtracting** Recap of column methods for addition and subtraction. Solving 2-step addition	

challenges)	Mentally multiplying together three numbers.	written methods. Solving word problems and decimal problems in the context of money.	Converting fractions to decimals including ¼, ½,3/4	of a shape. Describe movement between positions as translation.	and subtraction problems in money context. Deciding which operation to use and why.	
Examples of Maths across the curriculum	Exploring coordinates of different climate zones on a world map (ICC)	Looking at time intervals needed for each frame in our stop motion animations (Computing)	Presenting data about different predators and prey (ICC)	Grouping events by theme and presenting this statistically (English)	Using accurate measurements to plan our model animals (ICC)	
International Creative Curriculum / Science (This half term science content will be taught through ICC lessons)	**The world around us** Looking at world climate zones and major world biomes, focusing on deserts, rainforests, polar regions and mountain regions. Studying how some animals are adapted to living in a particular habitat.	**The world around us** Exploring mountain habitats focusing on the Andes. Retrieving information from audio visual sources about the range of physical and behavioural adaptations to help animals survive extreme environments. How is climate change affecting the Andes?	**The world around us** Understanding adaptations linking predator/prey relationship and a range of defence mechanisms including speed, camouflage, armour and mimicry.	**The world around us** How is climate change affecting the evolution of animals? What problems is climate change causing animals? How is climate change affecting the landscape? Creating a wish for the world.	**The world around us** Creating statues of the animals we created, using our 3D modelling skills. Planning, designing, making and evaluating the statues.	
Computing	**Computer Programming** Using sequence, selection, and repetition in programs. Investigating systematic and efficient ways of instructions to inform movement in games and programmes.	**Computer Programming** Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**Computer Programming** Designing mazes, programming and creating algorithms for robotic movement.	**Computer Programming** Designing mazes, programming and creating algorithms for robotic movement. Testing algorithms and debating in a team whether there are more efficient ways to move.	**Computer Programming** Following instructions and testing out algorithms on other peoples' mazes. Evaluating our own and others' work in a collaborative environment to improve our work.	
Music	**Salt, Pepper, Vinegar, Mustard.** Pupils listen to the composition 'Crowded City' and identify sound signals. They explore some of the musical features of	**Salt, Pepper, Vinegar, Mustard.** Pupils learn how musical signals can be used to control dynamics. They practise combining different rhythmic	**Salt, Pepper, Vinegar, Mustard.** Pupils play a rhythmic game that follows signals from a leader. They use Morse code as a basis for creating their own rhythmic	**Salt, Pepper, Vinegar, Mustard.** Pupils recognise the use of Morse code in the melody of 'Signal Song.' They sing and learn to play the melody of Signal Song.	**Salt, Pepper, Vinegar, Mustard.** Pupils perform Signal Song and discuss how the words are set to music. They compose their own lyrics for the tune.	

	the signals and perform from memory.	patterns and then perform as a class following a leader.	compositions.			
Religious Education	**Why is Shabbat important in Judaism?** Introduction to Judaism. What do we already know about Judaism? Introducing some of the key vocabulary that we will be using during our Judaism topic.	**Why is Shabbat important in Judaism?** Learning the stories of Abraham and Moses and reflecting on the moral message.	**Why is Shabbat important in Judaism?** Learning about the 10 commandments, and why they are important to Jews and people of other faiths. Thinking about the importance of the rules that we follow.	**Why is Shabbat important in Judaism?** Looking in more detail at Shabbat. Relating this to our own experiences by asking: 'What constitutes a special day for us?'	**Why is Shabbat important in Judaism?** Continuing to look in detail at Shabbat and making comparisons to other festivals and special events.	
PATHS	**Relationship & Sex Education** To understand the human life cycle and how the body changes.	**Relationship & Sex Education** To identify some basic facts about puberty, reproduction and pregnancy	**Relationship & Sex Education** To learn about the physical changes associated with puberty	**Relationship & Sex Education** To consider gender stereotyping and sexuality	**Relationship & Sex Education** Body safety: respecting body boundaries	
French	**The body (le corps)** *My Face (Mon visage)* <u>Key Vocabulary:</u> Le visage , l'oeil, les yeux, le nez, la joue, l'oreille, la bouche, les dents <u>Key Question:</u> Qu'est-ce que c'est?	**The body (le corps)** *What are you doing? (Qu'est-ce que tu fais?)* <u>Key Vocabulary:</u> Je cours, j'ecris, je lis, je parle, j'ecoute, je nage, je marche, je peins, <u>Key Question:</u> Qu'est-ce que tu fais ce matin/ cet apres-midi?	**The body (le corps)** *It hurts (J'ai mal)* <u>Key Vocabulary:</u> J'ai mal…, a la tete, au bras, a l'oreille, au pied, au ventre, au dos, au genou, au doigt, aux dents <u>Key Question:</u> Ou as-tu mal?	**Fairy Tales (Les contes de fees)** <u>Key Vocabulary:</u> Le prince, l'ogre, cendrillon, l'ours, le loup, la grand-mere, la grenouille, la mechante belle-mere, le petit chaperon rouge <u>Key Question:</u> C'est qui?	**Fairy Tales (Les contes de fees)** *Where do they live? (Ou habitant-ils?)* <u>Key Vocabulary:</u> Une maison, une chaumiere, une foret, un palais, un chateau, une grotte, un marais, un pont. <u>Key Question:</u> Qu'est-ce que c'est?	