

Year 4 Curriculum Plan – Spring 1

| 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>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 of word order 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 and an ending to our story. Explore varying sentence lengths to control the pace of the story and action.</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 and discussing the impact on the audience.</p> | <p>Exploring Form & Poetry</p> <p>Exploring Kennings and rhyming couplets. (Which have their origins in Old English poetry)</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 prefix dis- and in-</p> <p>Grammar: Identifying and understanding contractions, apostrophes for admission and possession. Recognising compound words.</p> | <p>Spellings: Adding im- to root words beginning with m or p.</p> <p>Grammar: Encourage pupils to develop choosing words for effect. Re-write sentences to make them more powerful.</p> | <p>Spellings: Adding the suffix -ous</p> <p>Grammar: Recognise similes and metaphors and use them within their writing.</p> | <p>Spellings: Adding the suffix -ly</p> <p>Grammar: Fronted adverbials. Children will need to edit their own work and include fronted adverbials as a means of adding more detail</p> | <p>Spellings: Words ending in -ture</p> <p>Grammar: Personification and alliteration. Children will explore these techniques and include them within their writing.</p> | <p>Spellings: Adding -ation to verbs to form nouns.</p> <p>Grammar: Similes and metaphors. Children will explore how effective their use of similes and metaphors are and make changes where necessary.</p> |

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| <p>Maths</p> | <p>Number, Multiplication and Division</p> <p>Through a variety of fluency, reasoning and problem solving activities, children will explore the 11 and 12 times tables in greater depth.</p> <p>They will learn about factor pairs and gain confidence in recognising and using these.</p> | <p>Number, Multiplication and Division</p> <p>Children will learn about efficient multiplication methods and then relate this to formal written multiplication methods.</p> <p>They will practice the grid method for multiplication through a variety of different mathematical problems, starting with 2 digit numbers multiplied by a 1 digit number, before moving to 3 digit numbers multiplied by 1 digit.</p> | <p>Number, Multiplication and Division</p> <p>Children will explore the concept of division and relate this to a formal written method.</p> <p>Children will learn to divide a 2 digit number by a 1 digit number and apply this knowledge to a variety of fluency, reasoning and problem solving based activities.</p> <p>Finally children will look at correspondence problems and apply what they have learned in the last few weeks to this.</p> | <p>Measurement – Area</p> <p>Children will learn about area, what it is and how to calculate it.</p> <p>They will explore making shapes with specific areas and will compare them with other shapes.</p> | <p>Fractions</p> <p>Children will discuss what a fraction is and try to understand that they are parts of a whole.</p> <p>Firstly, children will learn to recognise basic fractions and what they mean, before finding equivalent fractions. They will explore the concept of equivalent fractions through a variety of different problems.</p> | <p>Fractions</p> <p>Children will learn to count in fractions and recognise 'how many parts make a whole'.</p> <p>They will learn to add and subtract two or more fractions to one another.</p> |
| <p>International Creative Curriculum</p> | <p>Anglo-Saxons</p> <p>Who were the Anglo-Saxons? Where did they come from?</p> <p>What and where were the seven Anglo-Saxon Kingdoms? Identifying these ancient Kingdoms on a map.</p> | <p>Anglo-Saxons</p> <p>What did the Anglo-Saxons believe? Do any of these beliefs exist in modern culture?</p> <p>Looking at Paganism and the Gods that Anglo-Saxons worshipped.</p> <p>What is the mystery of Sutton Hoo?</p> | <p>Anglo-Saxons</p> <p>What is a hill fort and what was it used for?</p> <p>Looking at Anglo-Saxon armour and weapons.</p> <p>Designing armour based on what we know about the Anglo Saxons.</p> | <p>Anglo-Saxons</p> <p>Trip to West Stow – Anglo Saxon Village</p> <p>Writing in role as an Anglo-Saxon living in West Stow – using real life experiences from the visit for inspiration.</p> | <p>Anglo-Saxons</p> <p>How did the Anglo-Saxons speak, read and write?</p> <p>Looking at Saxon Runes to try and decode what they say.</p> | <p>Anglo-Saxons</p> <p>Sewing a draw string purse.</p> <p>Painting rune stones using Anglo Saxon runes.</p> |

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| Science | <p>Electricity</p> <p>Understanding that electricity can be dangerous, and discussing how to identify electrical dangers.</p> <p>Creating a poster about using electricity safely.</p> | <p>Electricity</p> <p>Investigating how to change the brightness of a bulb in a series circuit.</p> <p>Introducing the idea of a parallel circuit.</p> | <p>Electricity</p> <p>Introducing the terms conductor and insulator. Understanding that all metals are conductors of electricity.</p> <p>Carrying out a simple experiment to test conductors.</p> | <p>Electricity</p> <p>Understanding how a switch works.</p> <p>Creating a switch in a circuit by using a range of different materials.</p> | <p>Electricity</p> <p>Creating a device for a specific purpose.</p> <p>Children will create their own light-up 'quiz boards', applying their knowledge about circuits to a real life example.</p> | <p>Electricity</p> <p>Creating a device for a specific purpose.</p> <p>Children will create their own light-up 'quiz boards', applying their knowledge about circuits to a real life example.</p> <p>Drawing accurate circuit diagrams of circuits they have created.</p> |
| Computing | <p><i>History of animation</i></p> <p>Describing early forms of animation before computers and how computers have made a difference.</p> | <p><i>Stick figure animation</i></p> <p>Creating a short computer animation using one or more moving stick figures using Pivot.</p> | <p><i>Creating a Beowulf animation.</i></p> <p>Planning our own stop motion Beowulf animation.</p> | <p><i>Creating a Beowulf animation.</i></p> <p>Creating models and props for our short animation.</p> | <p><i>Creating a Beowulf animation.</i></p> <p>Filming our stop motion film of Beowulf. Editing our clips into a short film.</p> | <p><i>Creating a Beowulf animation.</i></p> <p>Editing our clips into a short film.</p> |
| Music | <p>Dragon Scales</p> <p>Pupils work out melodic intervals by ear. They compose melodies from a set of given intervals. They perform their compositions to an audience.</p> | <p>Dragon Scales</p> <p>Pupils learn and perform 'Skye Boat Song'. They identify structure and phrases. Pupils perform melody by ear on keyboards.</p> | <p>Dragon Scales</p> <p>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.</p> | <p>Dragon Scales</p> <p>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.</p> | <p>Dragon Scales</p> <p>Children continue to explore ostinato as an accompaniment to other melodies.</p> | <p>Dragon Scales</p> <p>Pupils learn the song 'Jibber Jabber'. They use keyboards and tuned percussion to accompany a performance of the song.</p> |
| Religious Education | <p>Islam</p> <p>What are the 5 pillars of Islam?</p> | <p>Islam</p> <p>What is the Qur'an? How do you read and write in Arabic?</p> | <p>Islam</p> <p>Why is the Qur'an important to Muslims?</p> | <p>Islam</p> <p>What is Shahadah?</p> | <p>Islam</p> <p>Why are there no pictures or statues in Islam?</p> | <p>Islam</p> <p>Make comparisons between Islamic beliefs and those held by people of different faiths.</p> |

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| <p>PATHS</p> | <p>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.</p> <p>Links to ICC with topics on invasion, settlement and migration in the UK.</p> | <p>Making Good Decisions</p> <p>Consider different stories where choices need to be made.</p> | <p>Making Good Decisions</p> <p>How would children react and what plan would they put into action in response to set stories/scenarios?</p> | <p>Being Responsible and Caring for Others</p> <p>Consider what it means to be responsible and to create change.</p> | <p>Being Responsible and Caring for Others</p> <p>Explore the meaning of responsibility and discuss scenarios when being responsible is important.</p> | <p>Team Work</p> <p>Explore the concept of teamwork and how we can best maximise everyone's strengths.</p> |
| <p>French</p> | <p>My Town (<i>Ma ville</i>) How much does it cost? <i>Ça coûte combien?</i></p> <p><u>Key words/phrases</u> <i>un euro, un euro vingt, deux euros, deux euros cinquante, cinquante centimes, trop cher, très bien</i></p> <p><i>Ça coûte combien?</i> <i>Ça coûte...</i></p> | <p>My Town (<i>Ma ville</i>) In your town <i>Dans ta ville</i></p> <p><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 ville?</i> <i>Il y a...</i></p> | <p>My Town (<i>Ma ville</i>) Where is...? <i>Où est...?</i></p> <p><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> <i>Où est...?</i></p> | <p>My Town (<i>Ma ville</i>) Shops <i>Les magasins</i></p> <p><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 ?</i> <i>C'est...</i></p> | <p>My Town (<i>Ma ville</i>) Éric goes shopping <i>Éric fait du shopping</i></p> <p><u>Key words/phrases</u> <i>une animalerie, le marchand, il trouve, il vend, il saute, se cacher, Arrête! Fâché, Ça coûte combien?</i></p> | <p>My Town (<i>Ma ville</i>)</p> <p>Recap the key words and phrases learnt in this unit and try to hold simple conversations between 2 or more people</p> |