

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>Play Scripts Introduction to ‘Demon Headmaster’ by Gillian Cross - Book study of the play.</p> <p>Write a soliloquy in role as favourite character. To explore a character’s innermost thoughts and feelings.</p>	<p>Play Scripts Compare play scripts with books. Study features of play scripts (including organisation and punctuation) and act out scenes.</p> <p>Write a play script for the ‘Demon Headmaster’ including all the organisational features that we have been learning about.</p>	<p>Play scripts Introduction to Shakespeare and The Globe Theatre. Create advertisement posters for the Globe theatre from knowledge discussed in class. Thinking about play scripts in context and understanding how the theatre is important to this.</p>	<p>Play scripts Drama Introduction to Hamlet.</p> <p>Use the techniques within play scripts to act out parts of Hamlet and perform.</p> <p>Focus on the play script techniques to inform performance.</p>	<p>Play scripts Look at adaptations of Hamlet - with a focus on drawing comparisons to The Lion King. Exploring similarities and differences for purpose.</p>	<p>Play scripts Summary Using technical vocabulary, children are able to compare and contrast different plays for differing purposes - The Demon Headmaster and Hamlet.</p>
Spelling, punctuation and Grammar	<p>Spellings: Words with the <i>c</i> sound spelt <i>ch</i></p> <p><i>Chaos, chemist, scheme, school, character</i></p> <p>Grammar: Use of parenthesis to add extra information</p>	<p>Spellings: Words with the <i>sh</i> sound spelt <i>ch</i></p> <p><i>Chef, chalet, parachute, brochure, machine</i></p> <p>Grammar: Changing between direct and reported speech.</p>	<p>Spellings: Adding the suffix <i>-ion</i></p> <p><i>Collection, action, invention, attraction, education.</i></p> <p>Grammar: Recognise synonyms and antonyms and use them within writing.</p>	<p>Spellings: Adding the suffix <i>-ian</i></p> <p><i>Musician, optician, politician, electrician, magician.</i></p> <p>Grammar: Using a dictionary for definitions and to be able to understand how to use it in alphabetical order.</p>	<p>Spellings: Adding the prefix <i>re-</i></p> <p><i>Rewrite, replace, rearrange, refresh, recycle.</i></p> <p>Grammar: Using a dictionary for definitions and to be able to understand how to use it in alphabetical order.</p>	<p>Spellings: Adding the prefix <i>anti-</i></p> <p><i>Antiseptic, anticlockwise, antisocial.</i></p> <p>Grammar: Be able to use commas in a list and colons. Be able to use technical vocabulary in context.</p>
Maths <i>(Children performing well in any particular area will accessing more demanding challenges)</i>	<p>Fractions</p> <p>Using concrete, pictorial and abstract methods, children will learn to find fractions of a number.</p> <p>They will calculate fractions of a quantity and explore a variety</p>	<p>Decimals</p> <p>Children will learn to recognise tenths and hundredths.</p> <p>They will explore tenths as decimals and learn to place them on a number line</p>	<p>Decimals</p> <p>Children will learn to divide 1 and 2 digit numbers by 10.</p> <p>They will explore this concept through a variety of fluency, reasoning and</p>	Assessment Week	<p>Decimals</p> <p>Children will learn about hundredths, placing them on a number line and on a place value grid.</p> <p>Children will learn to divide 1 and 2 digit numbers by 100.</p>	<p>Consolidation</p> <p>Using the information gathered from the recent maths tests, teaching will be tailored to meet the needs of the pupils and address any gaps in their learning.</p>

	of fluency, reasoning and problem solving activities around this concept.	as well as a place value grid.	problem solving activities.			
International Creative Curriculum	<p>The history of Norfolk as a place of sanctuary</p> <p>Why do people flee their homes and seek sanctuary?</p> <p>Children will be introduced to the two outcomes of the topic:</p> <p>*Presenting at a research conference</p> <p>*Creatively responding to their learning by creating a textile square</p>	<p>The history of Norfolk as a place of sanctuary</p> <p>Workshops with Norfolk Record Office</p> <p>Children will:</p> <p>Understand which groups have taken refuge in the county, and what they have brought to the local area.</p> <p>Find out how many refugees have created new and successful lives for themselves, including Jewish refugee Lewis Ecker and his family.</p> <p>Understand the difficulties in refugees might have in deciding what to take with them when fleeing a country.</p>	<p>The history of Norfolk as a place of sanctuary</p> <p>Who were The Strangers?</p> <p>What is their lasting impact on our city and county?</p>	<p>The history of Norfolk as a place of sanctuary</p> <p>Who were the Basque refugees in 1938?</p> <p>Why did they come to England and what were their experiences?</p>	<p>The history of Norfolk as a place of sanctuary</p> <p>Children will be preparing and presenting their presentations for the Research Conference at Wensum Junior School</p>	<p>The history of Norfolk as a place of sanctuary</p> <p>Responding creatively to our learning by creating a textile square that will be part of a wall hanging exhibited for Refugee Week</p>
Science	<p>Sound</p> <p>What is sound? Investigating vibrations and how sound travels.</p>	<p>Sound</p> <p>How we hear sound and the structure of the human ear.</p>	<p>Sound</p> <p>Investigating pitch and volume and studying how animals use sound.</p>	<p>Sound</p> <p>Planning a fair test (focused on dependent and independent variables) on insulating sound.</p>	<p>Sound</p> <p>Conducting the investigation and drawing scientific conclusions from the results.</p>	<p>Sound</p> <p>Drawing scientific conclusions from the results in the previous week and presenting these through the use of graphs and tables.</p>

Computing	<u>Game Designers</u> Children will be introduced to Kodu as a programming environment and evaluate how it works.	<u>Game Designers</u> Children will learn how to programme by writing simple instructions in Kodu.	<u>Game Designers</u> Children will design and make a virtual landscape in Kodu.	<u>Game Designers</u> Children will analyse Kodu code and determine what it is intended to do before testing it.	<u>Game Designers</u> Children will design and make a race track in Kodu adding a character that they can control.	<u>Game Designers</u> Children will add an opponent/s to their world and programme them to follow a path.
Music	Painting with Sound Listening to two contrasting pieces of music. Discussing how music can create different mental images. They use instruments to express different moods.	Painting with Sound Listening to a piece of music and discussing the mood it creates. Composing a piece of music to represent movement.	Perform at St. Andrews hall music festival	Painting with Sound Reading a short drama script. Discussing how music could be used to represent the actions in the script. Composing music to represent actions.	Painting with Sound Reading the poem 'Seashore'. Discussing the images created by the poem. Reflecting on how music could be used to represent images.	Painting with Sound 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'.
Religious Education	What was good about Good Friday? Learning why Easter is the most important time of the Christian calendar.	What was good about Good Friday? Exploring some of the stories from the bible and discussing why these are significant to Christians.	What was good about Good Friday? Learning about the Last Supper, the betrayal and the crucifixion.	What was good about Good Friday? Writing newspaper reports about the events of Easter Sunday.	What was good about Good Friday? What does the egg symbolise and how does this relate to the story of Easter?	What was good about Good Friday? Looking at how Easter is celebrated all over the world and making comparisons to how Christians in the UK celebrate Easter.
PATHS	100 years since women got the vote. Discuss how the right to vote came about for women. Study some influential women – Year group assembly.	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?		

<p>French</p>	<p>Decrire les gens (Describing People)</p> <p>Tu es comment? (What are you like?)</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>Decrire les gens (Describing People)</p> <p>Children continue to explore vocabulary to help describe appearance</p> <p><u>Key words and phrases:</u> <i>Les yeux, blues, verts, marron, noisette, je suis..., grand, petit, j'ai...,</i></p>	<p>Decrire les gens (Describing People)</p> <p>Les cheveux (Hair) Nous sommes tous 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, percees</i></p>	<p>Decrire les gens (Describing People)</p> <p>La fee et le pirate (The fairy and the pirate)</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>Decrire les gens (Describing People)</p> <p>Je porte... (I'm wearing...)</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>La grenouille triste (The sad frog)</p> <p>Reading the story of Georgette the sad frog, who isn't happy with 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 fete, triste, gentil, camoufle, gober, cracher</i></p>
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