

**Year 4 Curriculum Plan – Spring 2**

<b><u>Subject</u></b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>
<p><b>English (including composition, reading comprehension and spoken English.)</b></p>	<p><b>Poetry</b></p> <p>Using the book <i>The Lost Words</i> as a stimulus, the children will investigate and explore collective nouns from nature (eg a murder of crows) Reading and performing a selection of poems from the book, before choosing our own creature to investigate and explore. Using figurative language (simile and metaphor) to create an acrostic poem of our chosen creature both as a part of a group and individually.</p>	<p><b>Play Scripts</b></p> <p>Introduction to 'Demon Headmaster' by Gillian Cross - book study of the play.</p> <p>Write a soliloquy in role as favourite character, exploring a character's innermost thoughts and feelings.</p>	<p><b>Play Scripts</b></p> <p>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><b>Play scripts</b></p> <p>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. Deciphering Shakespearian language and translating it into modern English using inference and context clues. Using drama to understand and explore key events from the play Hamlet.</p>	<p><b>Play scripts</b></p> <p>Exploring the character of Hamlet and creating a character profile. Creating a story map of the play and then use this to write a summary of the main events of the play, along with their own thoughts and feelings about the story.</p>
<p><b>Spelling, punctuation and Grammar</b></p>	<p><b>Spellings:</b> Adding the prefix auto-</p> <p><i>Autograph, automatic, autopilot, autocue, automobile</i></p> <p><b>Grammar:</b> Collective nouns, expanded noun phrases.</p>	<p><b>Spellings:</b> Adding the suffix -ly</p> <p><i>Happily, angrily, merrily, cheekily, sleepily, magically, comically</i></p> <p><b>Grammar:</b> Recognising synonyms and antonyms and applying them in our writing.</p>	<p><b>Spellings:</b> Adding the prefix inter-</p> <p><i>Internet, international, interact, intercity, interlock</i></p> <p><b>Grammar:</b> Changing between direct and reported speech.</p>	<p><b>Spellings:</b> Words with the ay sound spelt eigh, ei, ey</p> <p><i>Grey, eight, vein, obey, prey, neigh, weigh, they, weight, eighteen</i></p> <p><b>Grammar:</b> Exploring and revising word classes, using capital letters for proper nouns.</p>	<p><b>Spellings:</b> Words ending in -ous</p> <p><i>Serious, obvious, anxious, jealous, enormous, glamorous</i></p> <p><b>Grammar:</b> Using pronouns to avoid repetition. Using the possessive apostrophe.</p>

<p><b>Maths</b></p>	<p><b>Fractions</b></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 of fluency, reasoning and problem solving activities around this concept.</p>	<p><b>Decimals</b></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 as well as a place value grid.</p>	<p><b>Decimals</b></p> <p>Children will learn to divide whole numbers by 10 or 100, including numbers which give a decimal answer.</p> <p>They will explore this concept through a variety of fluency, reasoning and problem solving activities.</p>	<p><b>Assessment Week</b></p> <p>The children will carry out three assessments this week, which will feed in to our teaching for next term, and we will look at any misconceptions this week or areas that need revisiting.</p>	<p><b>Decimals</b></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><b>International Creative Curriculum</b></p>	<p>Our main focus this half term will be the Science topic below. We will also be completing our Anglo Saxon topic by looking at archaeology and designing a village that reflects all that we have learnt about this period in history.</p> <p>We will also be continuing with our Putting on a Pageant topic, and towards the latter end of this half term be beginning a new extended topic on the history of Norfolk as a place of sanctuary. We will begin by finding out who the Basque refugees were in 1938, and linking this with the arrival of the Strangers during Queen Elizabeth I's reign. The unit will lead towards a special performance at a venue in the city in the summer – more details about this will be sent home closer to the time.</p> <p>We will also be writing short stories for the school 500-word competition, singing at St Andrews Hall and undertaking a number of special events connected to World Book Day.</p>				
<p><b>Science / ICC</b></p>	<p><b>Sound</b></p> <p>What is sound? Investigating vibrations and how sound travels.</p>	<p><b>Sound</b></p> <p>How we hear sound and the structure of the human ear.</p>	<p><b>Sound</b></p> <p>Investigating pitch and volume and studying how animals use sound.</p>	<p><b>Sound</b></p> <p>Planning a fair test (focused on dependent and independent variables) on insulating sound.</p>	<p><b>Sound</b></p> <p>Conducting the investigation and drawing scientific conclusions from the results.</p>
<p><b>Computing</b></p>	<p><b>Creating a Beowulf animation</b></p> <p>Continuing from our work last half term, we will be working on putting still images into Windows Movie Maker, and changing the length of transition times.</p>		<p><b>Creating a Beowulf animation</b></p> <p>Finalising our films – editing and ensuring our short clip will be successful.</p>		<p><b>Creating a Beowulf animation</b></p> <p>Sharing and evaluating our films.</p>
<p><b>Music</b></p>	<p><b>Painting with Sound</b></p> <p>Listening to two contrasting pieces of music. Discussing how music can create</p>	<p><b>Painting with Sound</b></p> <p>Listening to a piece of music and discussing the mood it creates. Composing a piece of</p>	<p><b>Year 4 choir to perform at St. Andrews hall music festival</b></p>	<p><b>Painting with Sound</b></p> <p>Reading a short drama script. Discussing how music could be used to represent the actions in</p>	<p><b>Painting with Sound</b></p> <p>Reading the poem 'Seashore'. Discussing the images created by the poem. Reflecting on</p>

	different mental images. They use instruments to express different moods.	music to represent movement.		the script. Composing music to represent actions.	how music could be used to represent images.
<b>Religious Education</b>	<p><b>What was good about Good Friday?</b></p> <p>Learning why Easter is the most important time of the Christian calendar. Exploring some of the stories from the bible and discussing why these are significant to Christians. What was the Last Supper, the betrayal and the crucifixion? What does the egg symbolise and how does this relate to the story of Easter?</p> <p>Looking at how Easter is celebrated all over the world and making comparisons to how Christians in the UK celebrate Easter.</p>				
<b>PATHS</b>	<p><b>Over 100 years since women got the vote.</b></p> <p>Discuss how the right to vote came about for women. Democracy and parliament in the UK and how the voting system works. How having a voice is important and linking to our class and school councils.</p> <p>Study of some influential women through year group assemblies.</p>			<p><b>Making Good Decisions</b></p> <p>Consider different stories where choices need to be made.</p>	
<b>French</b>	<p><b>Decrire les gens (Describing People)</b></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> Les yeux, blues, verts, marron, noisette, je suis..., grand, petit, j'ai...</p>	<p><b>Decrire les gens (Describing People)</b></p> <p>Children continue to explore vocabulary to help describe appearance</p> <p><u>Key words and phrases:</u> Les yeux, blues, verts, marron, noisette, je suis..., grand, petit, j'ai...</p>	<p><b>Decrire les gens (Describing People)</b></p> <p>Les cheveux (Hair) Nous sommes tous differents (We're all different)</p> <p>Describing what hair colour your friend has.</p> <p><u>Key words and phrases:</u> blonds, bruns, roux, noirs, gris, mon ami, raides, boucles, ondules, courts, longs, percees</p>	<p><b>Decrire les gens (Describing People)</b></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> Gros, mince, gentil, mauvais, content, triste, intelligent, stupide, est comment? Il est... Elle est...</p>	<p><b>Decrire les gens (Describing People)</b></p> <p>Je porte... (I'm wearing...)</p> <p>Learning to say what you are wearing.</p> <p><u>Key words and phrases:</u> 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...</p>