

**Year 4 Curriculum Plan – Spring 2**

<b>Subject</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>	<b>Phase 6</b>
<b>English (including composition, reading comprehension and spoken English.)</b>	<p><b>Play Scripts</b> Introduction to 'Demon Headmaster' - Book study of the play.</p> <p>Write a soliloquy in role as favourite character. To explore a characters innermost thoughts and feelings.</p>	<p><b>Play Scripts</b> 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>Recount</b> A day in the life of an archaeologist: exploring Sutton Hoo.</p> <p>Including technical vocabulary within writing.</p>	<p><b>Figurative Poetry</b> Using 'The book of words'. Discuss the origin of words and those that are no longer in use.</p>	<p><b>Figurative Poetry</b> Using the stimulus from last week.</p> <p>Write their own poem where certain letters in each line spell out a word or phrase.</p>	<p><b>Scientific Vocabulary</b> Using technical vocabulary be able to write up a science experiment.</p>
<b>Spelling, punctuation and Grammar</b>	<p><b>Spellings:</b> Words with the <i>ay</i> sound spelt eigh, ei, ey</p> <p><b>Grammar:</b> Use of the semi colon, parenthesis.</p>	<p><b>Spellings:</b> Words with the <i>ay</i> sound spelt eigh, ei, ey</p> <p><b>Grammar:</b> Changing between direct and reported speech.</p>	<p><b>Spellings:</b> Words ending in <i>ous</i></p> <p><b>Grammar:</b> Recognise synonyms and antonyms and use them within writing.</p>	<p><b>Spellings:</b> Words ending in <i>ous</i></p> <p><b>Grammar:</b> Using a dictionary for definitions and to be able to understand how to use it in alphabetical order.</p>	<p><b>Spellings:</b> Words with the <i>zhun</i> sound spelt <i>sion</i></p> <p><b>Grammar:</b> Using a dictionary for definitions and to be able to understand how to use it in alphabetical order.</p>	<p><b>Spellings:</b> Adding <i>il</i> and revising <i>un-,in-,mis-,dis-</i></p> <p><b>Grammar:</b> Be able to use commas in a list and colons. Be able to use technical vocabulary in context.</p>
<b>Examples of English across the curriculum</b>	Drama activities promoting speaking and listening.	Investigating Ancient alphabets – Anglo Saxon runes	Write a recount as an archeologist.	Create an information text within ICC.	An explanation text on sound.	Instructions – how to build a Viking longboat.
<b>Maths</b> <i>(Children performing well in any particular area will accessing more demanding challenges)</i>	<p>Statistics –</p> <p>Interpreting and presenting discrete and continuous data</p> <p>Be able to create a tally chart, pictogram and time graph.</p> <p>Understand the meaning of discrete and continuous data.</p>	<p>Addition and Subtraction –</p> <p>Add and subtract four digit numbers using a formal written method.</p>	<p>Measurement –</p> <p>Convert and compare units of measurement including problem solving</p> <p>Convert M to KM and hours to minutes.</p> <p>Estimate and weigh KG and grams.</p>	<p>Number – Rounding decimals and recognise equivalent decimal numbers.</p> <p>Be able to recognise decimal numbers with 1 place to the nearest whole number. Be able to compare numbers with the same number of 2</p>	<p>Number: Fractions –</p> <p>Recognise and compare equivalent fractions.</p>	<p>Number: Number and Place Value –</p> <p>Understand the value of each digit and round numbers to the nearest 10, 100 and 1000.</p>

				decimal places.		
<b>Examples of Maths across the curriculum</b>	How is sound measured?	Noticing patterns and solving problems – Anglo Saxon runes	Looking at pitch and volume of sounds animals make and compare the data.	Consider the meaning of the word variable – in scientific context and its effect on an experiment.	Viking long boats shape studied and measuring to be done in D&T project.	Viking long boats shape studied and measuring to be done in D&T project.
<b>International Creative Curriculum</b>	<b>Anglo-Saxons</b> 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.	<b>Anglo-Saxons</b> Trip to Sutton Hoo  Writing in role as an Anglo-Saxon living in Sutton Hoo – using real life experiences from the visit for inspiration.	<b>Vikings</b> Investigate what was life like in Vikings homes.  How did they live?  How did they spend their time?  Create their own advert for a Viking home.	<b>Vikings</b> Discuss what the 'tree of life' is and what it means.  Refelct on their own life and what their tree of life would look like.  Using sketching pencils in Art books create their own tree.	<b>Vikings</b> Look at the Viking long boats and consider the build.  What shape are they – why was this?  Were they propose built?	<b>Vikings</b> Design own Viking long boat.  Build boat with key features.  Evaluate build of boat. - What went well? - What would I do differently?
<b>Science</b>	<b>Sound</b> What is sound? Investigating vibrations and how sound travels.	<b>Sound</b> How we hear sound and the structure of the human ear.	<b>Sound</b> Investigating pitch and volume and studying how animals use sound.	<b>Sound</b> Planning a fair test (focused on dependent and independent variables) on insulating sound.	<b>Sound</b> Conducting the investigation and drawing scientific conclusions from the results.	<b>Sound</b> Drawing scientific conclusions from the results in the previous week.
<b>Computing</b>	<b><u>Game designers</u></b> Children will be introduced to Kodu as a programming environment and evaluate how it works	<b><u>Game designers</u></b> Children will learn how to programme by writing simple instructions in Kodu	<b><u>Game designers</u></b> Children will design and make a virtual landscape in Kodu	<b><u>Game designers</u></b> Children will analyse Kodu code and determine what it is intended to do before testing it	<b><u>Game designers</u></b> Children will design and make a race track in Kodu adding a character that they can control	<b><u>Game designers</u></b> Children will add an opponent/s to their world and programme them to follow a path
<b>Music</b>	<b>Painting with Sound</b> Listening to two contrasting pieces of music. Discussing how music can create	<b>Painting with Sound</b> Listening to a piece of music and discussing the mood it creates. Composing a piece of	<b>Perform at St. Andrews hall music festival</b>	<b>Painting with Sound</b> Reading a short drama script. Discussing how music could be used to	<b>Painting with Sound</b> Reading the poem 'Seashore'. Discussing the images created by the poem.	<b>Painting with Sound</b> Listening to 'Storm' by Benjamin Britten. Discussing the images created by the music.

	different mental images. They use instruments to express different moods.	music to represent movement.		represent the actions in the script. Composing music to represent actions.	Reflecting on how music could be used to represent images.	Developing our own compositions to represent the images created by the poem 'Seashore'.
<b>Religious Education</b>	<b>What was good about Good Friday?</b> Learning why Easter is the most important time of the Christian calendar.	<b>Take One Book (World Book Week)</b> Each class in the school will study a different book. All the learning for the week will be based around the class book.	<b>What was good about Good Friday?</b> Learning about the Last Supper, the betrayal and the crucifixion.	<b>What was good about Good Friday?</b> Writing newspaper reports about the events of Easter Sunday.	<b>What was good about Good Friday?</b> What does the egg symbolise and how does this relate to the story of Easter?	<b>What was good about Good Friday?</b> Looking at how Easter is celebrated all over the world and making comparisons to how Christians in the UK celebrate Easter.
<b>PATHS</b>	<b>100 years since women got the vote.</b>  Discuss how the right to vote came about for women.  Study some influential women – Year group assembly.	<b>Making Good Decisions</b>  Consider different stories where choices need to be made.		<b>Being Responsible and Caring for Others</b>  Consider what it means to be responsible and create change. What does social responsibility mean?		
<b>French</b>	<b>Decrire les gens (Describing People)</b>  Tu es comment? (What are you like?)  Describing your height and eye colour.  <u>Key words and phrases:</u> <i>Les yeux, blues, verts, marron, noisette, je suis..., grand, petit, j'ai...,</i>	<b>Take One Book (World Book Week)</b>  Each class in the school will study a different book. All the learning for the week will be based around the class book.	<b>Decrire les gens (Describing People)</b>  Les cheveux (Hair) Nous sommes tous differents (We're all different)  Describing what hair colour your friend has.  <u>Key words and phrases:</u> <i>blonds, bruns, roux, noirs, gris, mon ami, raides, boucles, ondules, courts, longs, percees</i>	<b>Decrire les gens (Describing People)</b>  La fee et le pirate (The fairy and the priate)  Learning new French adjectives to describe the fairy and the pirate.  <u>Key words and phrases:</u> <i>Gros, mince, gentil, mauvais, content, triste, intelligent, stupide, est comment? Il est... Elle est...</i>	<b>Decrire les gens (Describing People)</b>  Je porte... (I'm wearing...)  Learning to say what you are wearing.  <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</i>	<b>La grenouille triste (The sad frog)</b>  Reading the story of Georgette the sad frog, who isn't happy with how she looks.  Acting out the story and practicing our speaking and listening skills.  <u>Key words and phrases:</u> <i>Une grenouille, un serpent, une fete, triste, gentil, camoufle, gober, cracher</i>

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