 HALF TERMLY CURRICULUM OVERVIEW Spring term (1) 2025 Year 4 Skill for Success – Responsibility

Week 1 2 3 4 5 6

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| **DATE** | **06/01/25** | | **13/01/25** | **20/01/25** | **27/01/25** | **03/02/25** | | **10/02/25** |
| **Events** |  | |  |  |  | Child Mental Health week  Year 4 Garden Day 4/02/25 | | 10/02/25 & 12/02/25 Parent consultations  Safer Internet Day 11/02/25 |
| **Visits and Visitors** |  | |  |  |  |  | | Bellever Trip 10/02/25 |
| **English** | **El Caminante animation by Debra Smith**    **Key outcome:**  To write a narrative inspired by an animation that engages the reader through varied vocabulary and sentence structure. | | | | **Paint me a poem by Grace Nichols**    **Key outcome:**  To write poetry that engages the reader through effective use of word choices and poetic devices. | | | |
| **No nonsense spelling** | Strategies for spelling year 3/ 4 words  Words with ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ endings. | Strategies to spell words with ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ endings.  Strategies for spelling Year 3/ 4 words | | Revise and assess spellings taught so far from the Year 3/ 4 words list | Words with the s sound spelt ‘sc’ for example: scent, science, scissors | Endings that sound like ‘sion’  Teach y3/4 homophones. | Strategies for learning words  Apostrophes for possession including singular and plural. | |
| **Books for Life** | Continue with **The boy at the Back of the Class** by Onjali Q. Rauf (Class read)  **Incredible Inventions and Excellent Engineering** by Rob Beattie (science link to sound)  **The book with no Pictures** by B.J Novak (Class read)  **The Iron Man** by Ted Hughes (Class read) | | | | | | | |
| **Maths** | Understanding and manipulating multiplicative relationships 2.10 | | | Coordinates  - translation of points -Plotting points on a grid  -Translation of a polygon in a quadrant | | | | |
| **No nonsense maths** | Adding and subtracting 1, 10, 100 and 1000 with 4 digit numbers | | Using understanding of place value with 4 digit numbers to add and subtract. | Using understanding of place value with 4 digit numbers to add and subtract. | Using understanding of place value with 4 digit numbers to add and subtract. | Using understanding of place value with 4 digit numbers to add and subtract. | | Applying understanding of place value with 4 digit numbers to add and subtract. |
| **Science**  **Sound** | Identify how sounds are made, associating some of them with something vibrating. | | Recognise that vibrations from sounds travel through a medium to the ear. | Find patterns between the pitch of a sound and features of the object that produced it. | Find patterns between the volume of a sound and the strength of the vibrations that produced it. | Recognise that sounds get fainter as the distance from the sound source increases.  Science quiz | | Sound quiz |
| **Art**  **Self Portraits inspired by Chuck Close** | Artist research and preparing a portrait using the grid method. | | Sketching an outline using the grid method. | Using watercolours to emphasise our portraits. | Using pen work to finalise our portraits. | Describing our self portrait through poetry. | | Finalising our poem and portrait ready for an art display.  Review art display and evaluate self portrait. |  | Investigation - What muscles are used when running the daily mile? |
| **Geography**  **Continents of the World compared to environmental regions** | Identify the continent of Europe and understand key information about its physical geography. | | Identify the continent of North America and understand key information about its human geography. | Identify the continent of South America and understand key information about its human geography. | Identify the continent of Asia and understand key information about its human geography. | Identify the continent of Oceania and understand key information about its physical geography. | | Identify the continent of Africa and understand key information about its physical geography.  Identify the continent of Antarctica and understand key information about its physical geography.  Consolidate our learning of all 7 continents. (Geography quiz) |
| **Computing-**  **coding**  **Online Safety** | Online safety – Project Evolve -  I can find out how to find information about others by searching online | | Online safety – Project evolve – I can explain ways that some of the information about people can be created, copied and shared online. | Programming A – Repetition in Shapes  Programming a screen turtle | Programming A – Repetition in Shapes  Programming Letters | Programming A – Repetition in Shapes  Patterns that repeat | | Programming A – Repetition in Shapes  Using loops to create shapes |
| **Music-**  **Steel Pans**  **Musician of the month-**  **January- Gustav Holst**  **February-**  **Destiny’s Child** | Identify and learn notes on the steel pan sets. | | Practise notes on the steel pan sets.  Develop use of a wider range of instruments to explore different musical dimensions. | Practise notes on the steel pan sets.  Learn to play ‘Hot Cross Buns’ on the Mini Steel Pans. | Composing using notes learnt steel pan sets.  Perform ‘Hot Cross Buns’ on the Mini Steel Pans. Take differentiated parts. | Finalising composition for next week’s performance. | | Perform created composition.  Listen to and appraise a range of steel pan pieces and one another’s performances. |
| **PE – Tennis**  **Skills- Social** | Tennis -  Forehand | | Tennis -  Backhand | Tennis -  Serving | Tennis -  Paired work | Tennis -  Speed and agility | | Tennis -   Round robin competition |
| **Lesson 1:**  Base line assessment of getting around. | | **Lesson 2:**  Backwards movement | **Lesson 3:**  Mirror, match and contrast movement. | **Lesson 4:**  Experiment with changes in movement from speed and level. | **Lesson 5:**  Travelling around circuits without losing balance. | | **Lesson 6:**  Revisit assessment of getting around. |
| **Personal, Social, Health Economic and Relationships** | **Skills for Success: Responsibility**  Children understand the meaning of the word responsibility.  Explain the meaning and provide examples in their own words. | | **Healthy Eating**  Understand the principles of planning a range of healthy meals. | **Health Prevention**  Know the facts about screen time and the effect of blue light from screens  (Science curric Y4 Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist) | **Respectful Relationships**  Understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources.  Realise the nature and consequences of discrimination, use of prejudice-based language, ‘trolling’, how to respond and ask for help. | **Drugs, Alcohol and tobacco.**  Know the facts about legal and illegal substances risks, including smoking and alcohol use | | **Safer Internet Day**  Describe strategies for safe and fun experiences in a range of online social environments (e.g. live-streaming, gaming platforms). |
| **RE –**  Hinduism-What does it mean to be Hindu in Britain today? | **Hindus and their families**  Explore how Hindus show their faith within their families | | **Hindus and their faith:**  Explore how Hindus show their faith daily | **Hindus and their community:**  Explore how Hindus show their faith within their communities | **Hindus and Diwali:**  Explore the festival of Diwali and what it means to the Hindi faith. | **The Festival of Diwali:**  Explore the festival of Diwali | | **Other Hindu festivals:**  Explore other Hindu festivals  **Hindu visitor** (week to be confirmed) |
| French | I can understand some animal nouns in French. | | I can ask the question ‘What is it?’ and say an animal noun as an answer. | I can tell someone what my favourite animal is. | I can recognise some plural animal nouns. | I can listen and join in a story about animals. | | I can use a model to write sentences about animals. |
| **Garden Days** |  | |  | . |  | Team building, forces push pull, landscape art, tea and story | |  |