



HALF TERMLY CURRICULUM OVERVIEW Spring Term (2) 2025 Year group 4  
**Skill for Success – Understanding Yourself**

Week	1	2	3	4	5	6
DATE	24.2.25	3.3.25	10.3.25	17.3.25	24.3.25	31.3.25
Events					Garden Day Tuesday 25 <sup>th</sup> Dogs trust visit -28th	End of term assembly at St.Eustachius' Church 4 <sup>th</sup> April 2pm
Visits and Visitors					Dartmoor Residential 26-28 <sup>th</sup> March	
English	<b>Dragons, myths and legends (descriptive story)</b> Key outcome: To create own story about a dragon which has a clear structure to engage the reader			<b>Penguins</b> Key outcome: To create an information text about a breed of animals that uses a range of punctuation to add clarity for our reader.		
Phonics/ Spellings daily	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  Revise and assess strategies for learning yr 3/4/ words.	Endings that sound like 'sion'	Strategies for learning words  Apostrophes for possession including singular and plural.
Books for Life (focus books)	Complete <b>The boy at the back of the class</b> by Onjali Q. Rauf (Class read) <b>The book with no pictures</b> by B.J Novak (Class read) <b>Habitat and biomes</b> by Nancy Dickmann (science link)					
Maths	<u><b>Review of fractions – Unit 8</b></u> Pupils identify a whole and the parts that make it up.  Pupils explain why a part can only be defined when in relation to a whole	<u><b>Review of fractions – Unit 8</b></u> Pupils identify the number of equal or unequal parts in a whole  Pupils identify equal parts when they do not look the same	<u><b>Review of fractions – Unit 8</b></u> Pupils explain the size of the part in relation to the whole  Pupils construct a whole when given a part and the number of parts	<u><b>Fractions greater than 1 – Unit 9</b></u> Pupils explain how to express quantities made up of both whole numbers and a fractional part  Pupils explain how a quantity made up of whole numbers and a fractional part is composed	<u><b>Fractions greater than 1 – Unit 9</b></u> Pupils compose and decompose quantities made of whole numbers and fractional parts  Pupils accurately label a range of number lines and explain the meaning of each part	<u><b>Fractions greater than 1 – Unit 9</b></u> Pupils identify numbers on marked but unlabelled number lines  Pupils estimate the position of numbers on a number line using fraction sense

<p>Science</p> <p><b>Living things and their habitats</b></p>	<p><b>A living thing?</b> Become an expert in the 7 characteristics of a living thing, make a poster and sort living things in a variety of ways.</p>	<p><b>Local living things- what are they?</b> Take a trip within the local environment, observe habitats and record the different living things you find.</p>	<p><b>How are living things classified?</b> Look carefully at features of the living things you found in the area, classify this into branching database</p>	<p><b>Classifying further</b> Create a food chain based on the observations from the local environment</p>	<p><b>Expanding classification</b> Turn food chain into a food web based on observations from local environment</p>	<p><b>Enormous insects (session 4 on Hamilton trust)</b> make accurate observational drawings of an invertebrate found in the local environment</p>
<p>D&amp;T</p> <p><b>Egg drop Challenge</b></p>	<p><b>Effective designs</b> What makes an effective egg drop design</p>	<p><b>Design</b> Create an effective design for an egg drop</p>	<p><b>Build</b> Build an effective design for an egg drop</p>	<p><b>Test and Evaluate</b> Test and evaluate our designs</p>	<p><b>Recreate design</b> Recreate and finalise our designs</p>	<p><b>Retest and reevaluate</b> Retest and reevaluate our final designs</p>
<p>History</p> <p><b>Life during the Stone age</b></p>	<p><b>Country and Culture changes.</b> How our country and culture changed from the Stone Age to the Iron Age</p>	<p><b>Evidence of Stone Age.</b> How to identify evidence of Stone Age life on Dartmoor</p>	<p><b>Farming in the Stone Age</b> The development of farming through the Stone Age</p>	<p><b>Iron during the Stone Age</b> The development of iron and its uses</p>	<p><b>Human advancement</b> Learning about the advancement of humans through the years</p>	<p><b>Human advancement and final quiz</b> Advancement of humans through the years. End of sequence quiz about Stone Age.</p>
<p>Online Safety</p> <p>Computing</p> <p><b>Data Logging</b></p>	<p><b>Online Bullying</b> The power of using your voice Exploring how to keep safe online and avoid uncomfortable situations</p>		<p><b>Data and information – Data logging</b>  Answering data questions</p>	<p><b>Data and information – Data logging</b>  Data Collection</p>	<p><b>Data and information – Data logging</b>  Logging data</p>	<p><b>Data and information – Data logging</b>  Analysing Data</p>
<p>Music</p> <p><b>Bill Withers</b> Musician of the month – <b>February: Destiny’s Child</b> <b>March: Cartola</b> <b>April: The Beatles</b></p>	<p><b>Listen and appraise</b> Lean on me by Bill Withers</p>	<p><b>Listen and appraise</b> He still loves me by Beyonce and Walter Williams</p>	<p><b>Listen and appraise</b> Shackles (Praise You) by Mary Mary</p>	<p><b>Listen and appraise</b> Amazing Grace</p>	<p><b>Listen and appraise</b> By ACM Gospel Choir</p>	<p><b>Review</b> Review music throughout the sequence linking back to Bill Withers Lean on me and how his music inspired others.</p>

PE <b>Athletics.</b>	Acceleration over short distances, including on a curve	Long jump – movement of our bodies, hinging and explosive power	Javelin – grip, run up, and technique	Long distance – working on stamina and race strategy	Triple jump and vertical jump – acceleration and technique	Team games – working together in athletics events and providing relevant and constructive feedback
Personal, Social, Health Economic and Relationships and Sex education	<b>Skill for Success Understanding Yourself</b> 'I know how I feel' Children are able to give examples of: -When they would see it in action -When they would need to use it -How they can develop their ability	<b>What is 'growing together' and why is it important? What goals do we have? What do we want to work towards?</b> Understand that we need to take small steps towards reaching realistic goals.	<b>Family and people who care</b> Understand that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	<b>Caring Friendships</b> Recognise that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	<b>Money Sense - Raising Money for Charity</b> Understand how charities can help others  Understand that budgeting and planning their spending will allow them to maximise profit	<b>Drugs, Alcohol and tobacco</b> Know the facts about legal and illegal substances risks, including smoking and alcohol use
RE <b>Why do Christians call the day Jesus dies 'Good Friday'?</b>	<b>Understand that Christians believe they are separated from God through us.</b> What is 'sin'? Discuss how Christians believe that god forgive them and washes away their sins.	<b>Retell the story of Holy Week.</b>  Create a booklet to explain what happened on each of the significant days.	<b>Retell the story of Holy Week.</b> Retell the story of Holy week through freeze frames	<b>Retell the story of Holy Week.</b> Sequence and annotate the sequence of events which occurred during Holy Week	<b>Explore how Christians mark the Easter events in their communities</b> Children conduct an 'Easter egg hunt' – symbolising that the egg represents a new life	<b>Discuss why Christians call the day Jesus died 'Good Friday'.</b> Children to write a detailed explanation of what 'Good Friday' means.
French	<b>Verbal</b> Introduce Dans la mer (in the sea), je vois Say sentences	<b>Writing</b> Learn to write sentences with masculine and	<b>Writing</b> Write a sentence using Dans la mer with an animal and	<b>Verbal</b> Introduce Dans le bois (in the wood) say sentence with	<b>Writing</b> Write sentences using Dans le Jardin, Dans la mer	<b>Consolidate</b> Consolidation of all learning- translate and write sentence

	with an animal	feminine nouns and colour	colour	animals	or Dan le bois with an animal and colour	accurately.
Garden Days-					<ul style="list-style-type: none"><li>• Team building</li><li>• Spring scavenger hunt</li><li>• Classification activity</li><li>• Orienteering</li></ul>	