



# Curriculum Planner

Term: Spring 2 2021

Year: 4

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

<b>Church school value of the term:</b>	<b>British value of the term:</b>
Trust	Rule of Law

<b>Dream big</b> Vocabulary and language enrichment Reading for enjoyment Our local community Global learning	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> <li>Vocabulary focus linked to: <b>Science: Electricity</b> <b>RE: Pentecost</b></li> <li>Class read: My Brother is a Superhero by David Solomons</li> <li>Chinese New Year</li> <li>Global learning: First News comprehension activities and reading the articles/newspapers Language of the moment Class reader book linked to diversity Debates around deforestation in South America</li> </ul>	<ul style="list-style-type: none"> <li>Trust - Collective worship focus.</li> <li>Class collective worship book.</li> <li>Range of visitors from different Christian faith groups via Zoom</li> <li>Class reflection area.</li> <li>Visits to the Peace Garden.</li> <li>Cultural capital</li> <li>Litter picking on the playground</li> </ul>	<ul style="list-style-type: none"> <li>Computing – E-Safety day</li> <li>PSHE/RSE – Links to healthy relationships and looking at peer pressure</li> <li>Cultural capital</li> <li>Golden Mile daily</li> <li>Handwashing and social distancing</li> <li>Cool down station and activities in the classroom</li> <li>Thoughts and feelings box in the classroom</li> <li>Science: Electrical Safety</li> <li>Understanding the World: Brazil</li> </ul>

<p style="text-align: center;"><b><u>English</u></b></p> <p><b><u>Discussion/Argument Text: Deforestation</u></b></p> <ul style="list-style-type: none"> <li>• Write and argument for and against</li> <li>• Planning our writing features and structure</li> <li>• Draft and write, following our planning accurately</li> <li>• Present tense</li> <li>• Third person</li> <li>• Technical vocabulary</li> <li>• Higher level conjunctions (therefore, however, although)</li> </ul> <p><b><u>Non-Chronological Report</u></b></p> <ul style="list-style-type: none"> <li>• Write a report using independently based notes gathered from several sources.</li> <li>• Paragraphs to organise around a theme</li> <li>• Determiners</li> <li>• Present perfect form of verbs</li> <li>• Prefixes 'sub-' and 're-'</li> </ul>	<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p><b><u>Number: Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Unit and non-unit fractions</li> <li>• Representing and counting in tenths</li> <li>• Equivalent fractions</li> <li>• Fractions greater than 1</li> <li>• Count in fractions</li> <li>• Add fractions</li> <li>• Subtract fractions</li> <li>• Subtraction from whole amounts</li> <li>• Fractions of a quantity</li> <li>• Fractions problem solving</li> </ul> <p><b><u>Number: Decimals</u></b></p> <ul style="list-style-type: none"> <li>• Tenths and hundredths</li> <li>• Tenths as decimals, on a place value grid and on a number line</li> <li>• Hundredths as decimals, on a place value grid and on a number line</li> <li>• Divide by 10 and 100</li> </ul> <p>Consolidation of previously taught Y4 skills.</p>	<p style="text-align: center;"><b><u>Science</u></b></p> <p style="text-align: center;"><b>Electricity (Spring 1 and 2):</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>Working Scientifically:</b> Observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p>
<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p style="text-align: center;"><b>Kingdom of God: Understanding Christianity</b></p> <p><u>When Jesus left us, what was the impact of Pentecost?</u></p> <p style="text-align: center;">Making sense of the story of Pentecost.</p> <p style="text-align: center;">Understanding the impact of Pentecost</p>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p style="text-align: center;"><b>Brazil</b></p> <p><u>Place knowledge:</u> Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p style="text-align: center;"><u>4C: Outdoor Adventurous Activities (Synergy Coach)</u></p> <ul style="list-style-type: none"> <li>• Work well in a team or group within defined and understood roles</li> <li>• Plan and refine strategies to solve problems</li> <li>• Identify the relevance of use maps, compass and symbols</li> <li>• Identify what they do well and suggest what</li> </ul>

<p>Making connections.</p>	<p><u>Human and physical geography:</u> Describe and understand key aspects of: Physical geography: climate, biomes, vegetation belts, food, water Human geography: types of settlements and land use, economic activity including trade links</p> <p><u>Geographical skills and fieldwork:</u> Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps.</p>	<p>they could do to improve</p> <p><u>4M: Dance</u></p> <ul style="list-style-type: none"> <li>• Work to include freeze frames in routines.</li> <li>• Practise and perform a variety of different formations in dance</li> <li>• Develop a dance to perform as a group with a set starting position.</li> </ul>
<p><b><u>Art</u></b></p> <p><b><u>Photography/Painting</u></b> <b><u>Music Poster/Album Cover</u></b></p> <ul style="list-style-type: none"> <li>• Photography composition, cropping and printing</li> <li>• Match colours with increasing accuracy</li> <li>• Plan and create different effects and textures</li> <li>• Combine two media for effect</li> <li>• Work collaboratively</li> <li>• Compare ideas and methods with others</li> <li>• Focus Artist: Aliza Razell</li> </ul>	<p><b><u>Music</u></b> <b><u>Charanga</u></b></p> <p><b><u>Lean on Me</u></b></p> <ul style="list-style-type: none"> <li>• Soul and Gospel</li> <li>• To talk about style indicators of a song, musical dimensions and instruments heard.</li> <li>• Confidently identify and move to the pulse</li> <li>• To talk about the music and how it makes them feel</li> <li>• Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>• To use musical words in discussions.</li> </ul>	<p><b><u>PSHE/RSE</u></b></p> <ul style="list-style-type: none"> <li>• Explore civil partnerships and marriage as examples of stable, loving relationships</li> <li>• Develop awareness of different types of relationship</li> <li>• Recognise what constitutes a positive, healthy relationship and how to develop these</li> <li>• Recognise unhealthy relationships and who to talk to for support.</li> </ul>
<p><b><u>Computing – Purple Mash</u></b></p> <p><b><u>Animation</u></b></p> <ul style="list-style-type: none"> <li>• Discuss what makes a good animated film or cartoon.</li> <li>• Learn how animations are created by hand.</li> <li>• Add backgrounds and sounds to animations.</li> <li>• Be introduced to ‘stop motion’ animation.</li> </ul> <p><b><u>Logo</u></b></p> <ul style="list-style-type: none"> <li>• Learn the structure of the coding language of Logo.</li> <li>• Input simple instructions in Logo.</li> </ul>	<p><b><u>SMSC</u></b></p> <p><b><u>Spiritual development-</u></b> Developing coping strategies for when we have worries and anxieties. Understanding the impact of Pentecost in modern Christianity. <b><u>Moral development –</u></b> Building an awareness of what constitutes a healthy friendship or relationship and what to do if you think somebody is in a negative relationship. Sharing experiences with others and respecting opinions within a discussion. Rule of Law in English – Should deforestation be made illegal? Exploring and respecting opposing opinions.</p>	<p><b><u>French</u></b></p> <p>Express and describe hobbies including activities, sports and holidays.</p> <p>Offer an opinion about hobbies and other likes and dislikes.</p> <p>Understand and use the verb ‘avoir’</p>

<ul style="list-style-type: none"> <li>• Use 2Logo to create letter shapes.</li> <li>• Use the Repeat function in Logo to create shapes.</li> <li>• Use and build procedures in Logo.</li> </ul>	<p><b><u>Social development-</u></b> Developing an awareness of positive, healthy relationships and how to develop these relationships. Establish rules for creating a positive learning environment.</p> <p><b><u>Cultural development</u></b> – Respect for our own culture and that of others. How to be a global citizen. Comparing and contrasting our own lives to children in Brazilian favelas.</p>	
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<p><b><u>Parental engagement:</u></b> Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading. Photographs will be put on the school website and Facebook to keep parents informed about their children’s learning.</p>	<p><b><u>Extra Curricular Activities:</u></b></p> <p><b>Geography: Brazil</b> Host a ‘Brazilian Carnival’ with children’s samba dance performance</p>
<p><b><u>Cultural Capital:</u></b> Daily Class reader and books linked to diversity.</p> <p>Cool down station/reflection area within the classroom.</p> <p>Golden mile and healthy school meals.</p> <p>Peace Garden available for reflection time at playtimes.</p> <p>Valuing the diverse culture and languages that the children bring to Year 4, including language of the month.</p>	<p><b><u>Global Learning:</u></b> First News comprehension activities and reading the articles/newspapers.</p> <p>Language of the moment during registration.</p> <p>Reading a range of books linked to different global themes</p> <p>Class reader book linked to diversity</p> <p>Debates around deforestation in South America</p>
<p><b><u>Caring for the environment and each other:</u></b> Recycling paper in the classroom</p> <p>Litter picking on the playground</p> <p>Hand washing regularly and ensuring children know how to keep themselves safe physically and mentally</p>	