



# Curriculum Planner

Term: Spring 2 2026

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>
Friendship	Tolerance of those of different faiths and beliefs

<b>Dream big</b> High academic ambition High expectations Career aspirations The world is your oyster!	<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: Living Things and Habitats</b>  <b>RE: Pentecost</b>  <b>Geography: Brazil</b></li> <li>Class read: My Brother is a Superhero by David Solomons</li> <li>Exploration of subject based career opportunities through discussion</li> <li>Global learning:            Weekly 'Newsround' and 'Picture News' discussions</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the different ways in which we can demonstrate friendship.</li> <li>Class reflection area and Worship book demonstrate a focus on friendship</li> <li>Visits to the Peace Garden</li> <li>Completing a litter pick both within and outside the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>PSHE: Leadership, Teamwork and Community</li> <li>Understanding the benefits of daily exercise through PE lessons</li> <li>Using the Calm Corner and other mindful strategies to develop our emotional regulation</li> <li>Using the thoughts and feelings box in the classroom as reflection</li> <li>Understanding the World: Brazil</li> </ul>

## English

Anchor Text: Brilliant Brazil

### **Reading**

#### Vocabulary:

Root words, prefixes and suffixes to help understand the meaning of new vocabulary

Use a dictionary to check the meaning of new vocabulary

Discuss why certain words and phrases capture the readers' imagination

#### Inference:

Make inferences based on evidence from different points in the text, linked to characters' actions and behaviour

#### Explain:

Identify basic features of organisation at sentence/text level

Identify themes and conventions in a wide range of books

### **Writing:**

- Identify purpose, audience and genre of information texts
- Identify features of information texts
- Find features of information texts from a success criteria
- Evaluate effectiveness of narratives
- Understand and consistently use appropriate tense (present tense)

## Mathematics

### **Fractions**

- **Mixed numbers and improper fractions**
- Equivalent fractions
- Add 2 or more fractions
- Subtract 2 or more fractions
- Subtract from whole amounts

### **Decimals**

- Recognise tenths and hundredths
- Tenths as decimals, on a place value grid and on a number line
- Divide 1 and 2 digits by 10
- Hundredths as decimals, on a place value grid and on a number line
- Divide 1 or 2 digits by 100

***Consolidation of previously taught skills and knowledge in Year 4***

## Science

### **Living Things and Their Habitats:**

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

### **Working Scientifically:**

- Using and making simple guides or keys to explore and identify local plants and animals
- Making a guide to local living things
- Raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

<p style="text-align: center;"><b>Spelling, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• Present Tense and Third Person</li> <li>• Conjunctions e.g. therefore, however</li> <li>• Appropriate choice of pronoun to aid cohesion</li> <li>• Determiners</li> <li>• Technical Vocabulary</li> <li>• Punctuation – full stops, capital letters, question marks, exclamation marks</li> </ul>		
<p style="text-align: center;"><b><u>Religion and world views</u></b></p> <p>Commitment, Promises and Meaning</p> <p>Key Question: How do people celebrate marriage?</p> <ul style="list-style-type: none"> <li>• Know and understand how marriage is linked to belonging and commitment</li> <li>• Know and understand how Christian wedding ceremonies reflect belief and are strengthened by the presence of the community.</li> <li>• Know and understand the symbolism in a Christian Wedding ceremony.</li> <li>• Know and understand how Jewish wedding ceremonies reflect belief and are strengthened by the presence of the community.</li> <li>• Know and understand the symbolism in a Jewish Wedding ceremony.</li> <li>• Know and understand how Hindu wedding ceremonies reflect belief and are strengthened by the presence of the community.</li> <li>• Know and understand the symbolism in a Hindu Wedding ceremony.</li> <li>• Know and understand how marriage is celebrated by Humanists</li> <li>• Know and understand what happens in a Civil ceremony</li> <li>• Know and understand what connects marriage ceremonies, promises and symbols</li> </ul>	<p style="text-align: center;"><b>Geography</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><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 style="text-align: center;"><b><u>Physical Education</u></b></p> <p>4SC – Swimming</p> <p>4KC – Athletics</p> <ul style="list-style-type: none"> <li>• Investigate ways of performing running, jumping and throwing activities.</li> <li>• Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.</li> <li>• Compete against self and others developing simple technique</li> <li>• Work collaboratively and individually to help improve self and others.</li> </ul>

<p><b><u>Art</u></b></p> <p><b>Photography/Painting</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></p> <p><b>The Beatles (Blackbird)</b></p> <ul style="list-style-type: none"> <li>• Pop</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> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Understand and give examples of mutual respect.</li> <li>• Understand the term 'racism' and explain the impact that racism has</li> <li>• Recognise what constitutes a positive, healthy relationship</li> <li>• Recognise different types of relationships</li> <li>• Explain what makes a good friend and how to maintain friendships</li> <li>• Understand the meaning of marriage</li> </ul>
<p><b><u>Computing – Purple Mash</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>• Find out how animation can be created in a similar way using the computer.</li> <li>• Learn about onion skinning in animation.</li> <li>• Add backgrounds and sounds to animations.</li> <li>• Be introduced to 'stop motion' animation.</li> </ul> <p>Share animation on the class display board and by blogging.</p>	<p><b><u>SMSC</u></b></p> <p><b>Spiritual development</b> PSHE: Leadership, Teamwork and Community French: Effective Communication</p> <p><b>Moral development</b> PSHE: Learning to work as a team</p> <p><b>Social development</b> Exploring the different ways in which we can show friendship to others.</p> <p><b>Cultural development</b> Understanding tolerance in a multicultural school and society Geography: Physical and Cultural aspects of Brazil</p>	<p><b><u>Language of the Moment/ French</u></b></p> <p><b>Presenting Myself</b></p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul>

<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. World Book Day – Parents to be invited in to share stories with their children.</p>	<p><b><u>Visits and visitors:</u></b> Visit to the South common with a Science focus: Date TBC  Lyndsey from Local landscapes to make Bug houses.</p>
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**Cultural Capital:**

Visits to the South Common.

Peace Garden available for reflection time at playtimes.

Valuing the diverse culture and languages that the children bring to Year 4, including language of the month.

**Caring for the environment and each other:**

Recycling paper in the classroom

Litter Picking in and out of school

Deforestation awareness in Geography

**Global Learning:**

First News comprehension activities and reading the articles/newspapers.

Weekly 'Newsround' and 'Picture News' discussions

Language of the moment during registration

Reading a range of books linked to different global themes

**Artificial Intelligence**

Virtual tour of Lincoln Cathedral

Virtual tour of a Mandir (Hindu place of Worship)

**Outdoor Learning:****Maths:**

Equivalent fractions

Compare and order mixed numbers

**Science:**

Create your own classification key

**Geography:**

Sort features of Brazil into human or physical

**Other:**

Reading tent

Mindfulness resources

Writing resources