



# Curriculum Planner

**Term: Summer 2 2025**

**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.'

Church school value of the term:	British value of the term:
Peace	All British Values

<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: States of Matter</b>  <b>RE: Islam</b>  <b>Geography: Rivers, Mountains and the Water Cycle</b></li> <li>YLA Fundraising</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>Peace: Collective worship focus.</li> <li>Class collective worship book.</li> <li>Range of visitors from different Christian faith groups</li> <li>Class reflection area</li> <li>Visits to the Peace Garden</li> <li>Cultural capital: Growing vegetables in the outdoor area</li> <li>Science: Importance of protecting and caring for our local and global water systems</li> <li>Young Leaders' Award: Fundraising Project with a focus on the local environment</li> </ul>	<ul style="list-style-type: none"> <li>PSHE: Recognising and managing emotions, exploring different responsibilities</li> <li>RSE: Identifying how and why our bodies change during puberty</li> <li>Understanding the benefits of daily exercise through the Golden Mile</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> </ul>

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p data-bbox="125 86 734 156"><u>Anchor Text:</u> A Drop in the Ocean: The Story of Water by Jacqui Bailey</p> <p data-bbox="405 204 515 236"><b>Reading</b></p> <p data-bbox="125 244 790 512"><u>Vocabulary:</u> 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</p> <p data-bbox="125 560 784 703"><u>Inference:</u> Make inferences based on evidence from different points in the text, linked to characters' actions and behaviour</p> <p data-bbox="125 751 790 938"><u>Explain:</u> Identify basic features of organisation at sentence/text level Identify themes and conventions in a wide range of books</p> <p data-bbox="226 986 696 1018"><b>Writing to Inform: Explanation Text</b></p> <ul data-bbox="125 1066 763 1422" style="list-style-type: none"> <li>• Identify purpose, audience and genre of explanation texts</li> <li>• Find features of explanation texts from a success criteria</li> <li>• Evaluate effectiveness of explanations</li> <li>• Create a flow chart to explain how something works</li> <li>• Use notes to write an explanation using an impersonal style</li> </ul>	<p data-bbox="819 86 920 118"><b>Money</b></p> <ul data-bbox="869 126 1391 363" style="list-style-type: none"> <li>• Write money using decimals</li> <li>• Convert between pounds and pence</li> <li>• Compare amounts of money</li> <li>• Estimate with money</li> <li>• Calculate with money</li> <li>• Solve problems with money</li> </ul> <p data-bbox="819 371 891 403">Time</p> <ul data-bbox="869 411 1413 649" style="list-style-type: none"> <li>• Years, months, weeks and days</li> <li>• Hours, minutes and seconds</li> <li>• Convert between analogue and digital times</li> <li>• Convert to the 24-hour clock</li> <li>• Convert from the 24-hour clock</li> </ul> <p data-bbox="819 657 943 689"><b>Statistics</b></p> <ul data-bbox="842 729 1429 888" style="list-style-type: none"> <li>• Interpret charts</li> <li>• Comparison, sum and difference problem solving</li> <li>• Line graphs</li> </ul> <p data-bbox="819 936 1234 968"><b>Geometry: Properties of Shape</b></p> <ul data-bbox="842 1016 1263 1295" style="list-style-type: none"> <li>• Turns and angles</li> <li>• Identify angles</li> <li>• Compare and order angles</li> <li>• Triangles and Quadrilaterals</li> <li>• Polygons</li> <li>• Lines of symmetry</li> <li>• Complete a symmetric figure</li> </ul> <p data-bbox="819 1343 1267 1375"><b>Geometry: Position and Direction</b></p> <ul data-bbox="842 1423 1115 1455" style="list-style-type: none"> <li>• Describe position</li> </ul>	<p data-bbox="1742 86 1966 118"><b>States of Matter</b></p> <ul data-bbox="1514 126 2190 481" style="list-style-type: none"> <li>• Recognise that materials are able to change state</li> <li>• Explain how water changes state</li> <li>• Understand how water evaporates and the factors which affect evaporation</li> <li>• Identify and describe the different stages of the water cycle</li> <li>• Recognise that not all materials are easy to categorise</li> </ul> <p data-bbox="1514 529 1809 561"><b>Working Scientifically</b></p> <ul data-bbox="1536 609 2190 1080" style="list-style-type: none"> <li>• Grouping and classifying a variety of different materials</li> <li>• Exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party)</li> <li>• Research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid</li> <li>• Observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line</li> </ul>

<p><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>• Fronted adverbials and commas</li> <li>• Technical vocabulary</li> <li>• Use a or an correctly</li> <li>• Contractions spelt correctly with an apostrophe</li> <li>• Punctuation – full stops, capital letters, question marks, exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>• Plot coordinates</li> <li>• Draw 2-D shapes on a grid</li> <li>• Translate on a grid</li> <li>• Describe movement on a grid</li> </ul> <p><b>Consolidation of all Year 4 knowledge and skills</b></p>	
<p><b><u>Religion and World Views</u></b> <b>Islam</b> <i>How do people express their religion and beliefs?</i></p> <ul style="list-style-type: none"> <li>• Understand the important role of the mosque within the community</li> <li>• Know and understand the significance of Sawm for Muslims</li> <li>• Understand and explain why the Hajj is important to Muslims</li> <li>• Understand the meaning of the symbolic actions involved in Wudu and Salat</li> <li>• Know and understand how families and communities prepare for Eid</li> </ul>	<p><b><u>Geography</u></b> <b>Rivers, Mountains and the Water Cycle</b></p> <p><b>Geography Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand how rivers erode, transport and deposit materials</li> <li>• Identify why rivers are important to us</li> <li>• Recall the causes of river pollution and the effect on the environment</li> <li>• Identify and locate mountain ranges across the globe</li> <li>• Understand how mountains are formed</li> <li>• Identify the climates of different mountain ranges</li> </ul> <p><b>Geographical skills and fieldwork:</b> Use fieldwork to observe, record, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b><u>Physical Education</u></b> <b>4KC: Athletics</b></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>4SC: Swimming</b></p>

<p style="text-align: center;"><b><u>Art</u></b> <b>Mixed Media Painting</b></p> <ul style="list-style-type: none"> <li>• Know about 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> </ul> <p><b>Focus Artist: Aliza Razell</b></p>	<p style="text-align: center;"><b><u>Music</u></b> <b>Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>• Listen and Appraise Classical music</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Singing</li> <li>• Play instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Composition</li> <li>• Share and perform the learning that has taken place</li> </ul>	<p style="text-align: center;"><b><u>PSHE/RSE</u></b> <b>Health and Wellbeing : Recognising and Managing Emotions</b> <b>Living in the Wider World: Different Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Understand and revisit all the British Values covered across the year</li> <li>• Recognise opportunities to make our own choices about food and what might influence our choices</li> <li>• RSE: Understand how babies develop and how to keep them healthy</li> <li>• Understand what bullying is and why we should not judge people by their appearance or lifestyle</li> <li>• Explain how people should believe in themselves and create a list of personal coping strategies</li> <li>• Reflect on our own personal aspirations and goals</li> </ul>
<p style="text-align: center;"><b><u>Computing – Purple Mash</u></b> <b>Coding</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decompressing them into smaller parts</li> <li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p style="text-align: center;"><b><u>SMSC</u></b></p> <p><b>Social:</b> Developing knowledge to broaden our social outlook through the Religion and World Views curriculum Understanding personal changes as we grow to assist our social development</p> <p><b>Moral:</b> Understanding that we have a moral responsibility to our local/national/global community and ourselves (YLA) Science: Importance of protecting and caring for our local and global water systems</p> <p><b>Spiritual:</b> Developing coping strategies for when we have worries and anxieties Reflecting on the beliefs of others (Islam)</p>	<p style="text-align: center;"><b><u>Language of the Moment / French</u></b> <b>French: Chez Moi</b> <b>(My Home)</b></p> <ul style="list-style-type: none"> <li>• Say whether we live in a house or an apartment and where it is</li> <li>• Repeat, recognise and attempt to spell up to ten nouns for the rooms of the house</li> <li>• Tell somebody what rooms we have or do not have in our homes</li> <li>• Ask somebody else what rooms they have in their home</li> </ul>

<ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	Exploring the value of the term during worship and visits to the peace garden	
	<b>Cultural:</b> Reflecting on the beliefs of others (Islam) PSHE: Understand what bullying is and why we should not judge people by their appearance or lifestyle Reflecting on how we can show Peace to our community and how this compares to other societies within our world	

<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.	<b><u>Visits and visitors:</u></b> Online Safety Workshop
<b><u>Cultural Capital:</u></b> Daily Class reader to develop global knowledge  Golden Mile and healthy school meals.  Peace Garden available for reflection time at playtimes.  Participating in Young Leaders’ Fundraising Project.  Valuing the diverse culture and languages that the children bring to Year 4, including language of the month.	<b><u>Global Learning:</u></b> 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  Geography: Rivers and Mountains across the globe
<b><u>Caring for the environment and each other:</u></b> Young Leaders’ Award Fundraising Understanding the importance of protecting and caring for our local and global water systems Growing vegetables in our outdoor area	<b><u>Use of Artificial Intelligence</u></b> Religion and World views – virtual tour of Mosque/Masjid
<b><u>Outdoor Learning:</u></b> Geography – Label the world map with different mountain ranges Science – Label the diagram of the water cycle Maths – Create tally chart of the flowers you can see – Use this information to create a bar chart	