Termly Curriculum Overview

Year 4 – Spring Term

Area of the Curriculum	Learning Experiences
English	**Myths and Legends** ● Explore a range of myth and legend stories ● Retell myths ● Use conjunctions to extend sentences ● Write a myth in the first person **Poetry** ● Explore rhythm and rhyme in poems ● Create poems using descriptive language and imagery **Retelling and creating stories** ● Watch and discuss an animation story ● Use conjunctions and speech in writing ● Develop expanded noun phrases **Setting descriptions (Pompeii/The Window)** ● Using adverbial phrases and fronted adverbials ● Using similes and metaphors
Mathematics	**Multiplication and Division** ● Consolidate the multiplication and division facts for the 3 x tables ● To use a formal method to multiply (column method) ● To use a formal method to divide ● To understand the commutivity of multiplication ● To use an efficient method **Fractions** ● To find equivalent fractions ● To count in fractions ● To add and subtract two or more fractions **Decimals** ● Recognise tenths and hundredths ● To write tenths and hundredths as decimals ● To read and represent tenths and hundredths on a place value grid and number line ● Divide one and two digits by 10 and 100
Science	**Electricity** ● To identify common appliances that run on electricity – either mains and batteries (or both). ● To recognise potential dangers that could result through using electrical

	appliances.
	● To construct a simple series electrical circuit.
	● To explore insulators and conductors
Computing	**E-safety** ● To understand how to use the internet safely **Animation** ● To explore early forms of animation before computers and how computers have made a difference. ● To create a short stop-frame animation using iMotion. **The Internet** ● To understand what the Internet is and how it is used
Art & Design	● Looking at the work of The Blue Riders including Kandinsky and Paul Klee. ● To make visual representations of emotions in response to listening to pieces of music, e.g. calm, peaceful, excited. ● To make more refined observational drawing of the work of the Blue Riders. ● Basing work on the contemporary female American artist Kindah Khalidy and local abstract artist Kathrine Lodge. Use a diverse range of medium to create a Khalidy inspired group collaborative piece of artwork. ● Children will work on a range of scales and make choices about colour in relation to mood and emotions.
Design & Technology	**Electrical systems** ● design, make and evaluate a night light
Geography	**Enough for Everyone** ● To think about the needs of a settlement, and the needs of the planet as a whole. Consider… ● Where resource such as power and food come from, and look at ways in which natural resources can be conserved. ● How their actions impact on others around the world. ● The changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.
History	**The Romans** ● To explore the chronology of the Stone Age to the Roman Empire ● to investigate the Roman Empire and its impact on Britain
Languages	**French** ● Numbers to 50 ● To learn the vocabulary for pets, farm animals and wild animals ● To ask and answer questions about pets ● To revisit colours and introduce size with animals
Music	**Keyboard skills** ● Keyboard playing, focussing on technique ● Reading notation and improving the fluency of playing. ● Begin to incorporate the left hand.

Physical Education	**Gymnastics – rolling** ● To rotate and roll on different body parts ● To roll in different directions showing different shapes, sizes and speeds **HRF (Health related fitness) and FMS (fundamental movement skills)** ● Refine and control movement and balances ● Standing long jump and vertical jump – introduce measurable two-legged jump and landing ● Speed Bounce - introduce a measurable footwork agility ● High step and sprint - reinforce a rhythmical stride pattern ● Target Throwing and Chest Push - introduce a measurable throw Invasion games- improving technique and tactics in small-sided tag rugby games. Net and wall games - improving technique and learning tactics in pickle ball.
Religious Education	**How do non-religious people celebrate new life?** ● To understand what is meant by 'non-religious people' and 'worldview' ● To have a basic understanding of the key beliefs and principles of Humanism ● to compare religious and non-religious views ● hat for most Humanists, it's important that a child is given the freedom to choose what they believe for themselves ● how ceremonies celebrating new life can help a person develop their identity and recognise how people express belonging through their actions ● that 'new life' might not just be about celebrating the birth of a child, but can also be a new beginning in a person's journey through life and can be a celebration of a child or person's freedom to find their own path in life **How can artists help us to understand what Christians believe and do?** ● To understand that Christian art often uses symbols and words to communicate ideas about, and understandings of God ● To know that Christians have used art for 2,000 years to 'talk' about God and to worship God ● To learn that the cross and Nativity art are used to express many aspects of the Christian understanding of the Incarnation and Salvation
Personal, Social, Health & Economic Education	**Dreams and Goals** ● To develop and apply a growth mind-set, to stay motivated and keep trying even when something is difficult. ● To have a positive attitude to achieve own goals and help others to achieve theirs. **Healthy Me** ● To recognise how different friendships are formed and the roles of leaders and followers ● To understand the facts about smoking and alcohol and their effects on health. ● To have a clear picture of what is right and wrong.
Supporting Educational	● **Fishbourne Roman Palace**

Visits	