


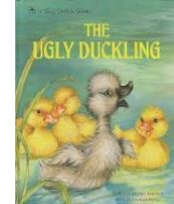
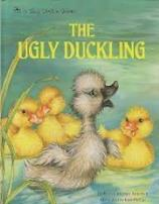
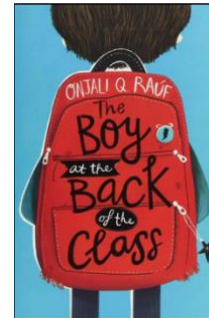


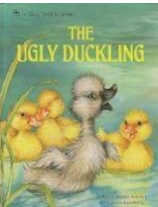
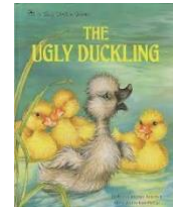
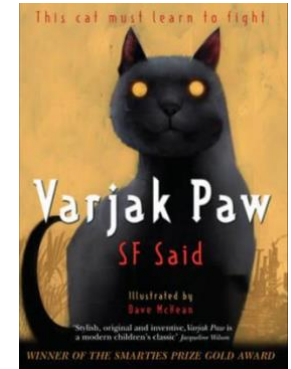






Year 4: Spring Term Curriculum Information for Parents 2023-24



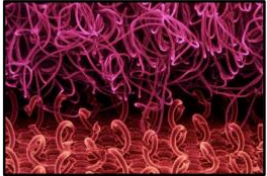





Subject Area	Curriculum Information	
<p style="text-align: center;">English</p>	<p>Reading <u>The Boy at the Back of the Class</u></p> <ul style="list-style-type: none"> Focus on the core text for comparing characters and understanding themes Focus on the core text for making predictions and giving a personal response Focus on the dialogue extract, descriptive extract and poem inference Focus on the core text for summarising and authorial intent Focus on the information text, appeal and news bulletin for retrieval Focus on the advertisement, diary entry and news report for retrieval Focus on the core text for summarising and understanding themes Focus on an information text, eyewitness account and narrative extract for retrieval Focus on the core text for authorial intent and personal response Focus on two narrative extracts and an opinion piece for inference 	<p>Varjak Paw</p> <ul style="list-style-type: none"> Focus on the core text for summarising and authorial intent Focus on the poem and information texts for retrieval Focus on the core text for summarising and a personal response Focus on the interview, description and narrative extract for inference
	<p>Writing</p> <ul style="list-style-type: none"> News Reports First Person Diary Entry National Storytelling Week: The Ugly Duckling- Letter Writing Stories from Other Cultures Explanatory Texts 	    
<p style="text-align: center;">Maths</p>	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Recognise and use factor pairs and commutativity Multiply and divide two digit and three-digit numbers by a one-digit number Solve problems involving multiplying and adding, including using the distributive law <p><u>Length and Perimeter</u></p> <ul style="list-style-type: none"> To recap equivalent lengths in metres and centimetres, millimetres and centimetres To explore measuring in kilometres Adding and subtracting lengths Measuring the perimeter on a grid and of a rectangle Perimeter of rectilinear shapes 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> Count up and down in hundredths Solve problems to calculate quantities, and fractions to divide quantities <p><u>Decimals</u></p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing decimals by 10 or 100 Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure [for example, kilometre to metre]







for



<p>Science</p>	 <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • What teeth do humans have? What do they do? • How does our mouth and teeth help digestion? What's the process? • Can teeth tell us what animals eat? • What are the parts of the digestive system? What do they do? • How does digestion work? What's the process? • What are food chains How do they work? 	
<p>PRE (Philosophy, Religion and Ethics)</p>	<p><u>Spring 1: Nature of Divine</u> Pupils will learn about the theology of God 'as a personality'. Through asking the question: <i>What is Krishna like?</i> they will explore how different religious traditions view God (for example: Almighty, Loving, to be revered, to be feared as well as loved). Pupils will learn about the Hindu understanding of Krishna as the ultimate personality of God and particularly understand God in three places (everywhere, as personality and within).</p>	<p><u>Spring 2: Chaitanya Mahaprabhu</u> Pupils will learn about the life of Sri Chaitanya Mahaprabhu. Through acting and retelling stories, pupils will be able to explain the historical and religious significance of His life. They will also begin to understand that Chaitanya is a manifestation of Krishna in the mood of Shri Radha (this means that Krishna wanted to understand what it felt like to be his ultimate devotee, Shri Radha , and so appeared on earth assuming her mood). Pupils will also need to understand stories related to Lord Jagannatha and the Ratha Yatra festival in which the principle of longing to see the Divine is present.</p>
<p>History</p>	 <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <ul style="list-style-type: none"> • What was lifelike for Vikings? • When did the Vikings attack Britain? • Where did the Vikings invade and settle? • What peace was agreed between the Anglo-Saxons and Vikings? • Why did the Normans and Vikings both think they had the right to the throne of England? 	
<p>Geography</p>	 <p><u>Latitude and longitude study</u></p> <ul style="list-style-type: none"> • How can you find exact locations around the world? • What are time zones and how do they affect us? 	 <p><u>The Water Cycle</u></p> <ul style="list-style-type: none"> • What is the water cycle? • How does the water cycle work?
<p>Computing</p>	<p><u>Creating Media: Audio Production</u></p> <ul style="list-style-type: none"> • Digital Recording • Recording Sounds • Creating a podcast • Editing, Combining and Evaluating 	<p><u>Programming: Repetition in Shapes</u></p> <ul style="list-style-type: none"> • Programming a screen Turtle • Programming Letters • Patterns and repeats • Using Loops to create shapes • Breaking things down • Creating a programme

<p>Art</p>	<p><u>Printmaking and Textiles</u></p> <p>In this block, pupils will respond to the traditional designs of kente cloth. They will create a range of surfaces, combining colour, texture and pattern. Pupils will explore the symbolic significance of colour.</p> <p>Children will know:</p> <ul style="list-style-type: none"> • Kente cloth is a woven fabric from West Africa. • Tie dye is a method used to create designs and colour. • Textile artists use a range of materials to create textured designs and images. <p>Children will be able to:</p> <ul style="list-style-type: none"> • Create printing to represent kente designs. • Use tie dye to create colour designs. • Combine media to create texture. 	 <p>Traditional kente cloth</p>
<p>Design and Technology</p>	<p><u>Mechanisms</u></p> <p>In this block, pupils will learn how to sew a button onto fabric. They will identify the different functions of fastenings and reflect on the advantages or disadvantages of using certain fasteners. They will also create a solution to the problem of a towel slipping off a hook.</p> <p>Children will know:</p> <p>Fastenings have different functions.</p> <p>A shank provides a small amount of space between the button and fabric.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Select appropriate fastenings and attach them to fabric. • Make a shank for a button. 	  <p>George de Mestral (1907 – 1990) Velcro®</p> 
<p>PSHE</p>	<p><u>SP1: Dream and Goals</u></p> <ul style="list-style-type: none"> • Hope and Dreams • Broken Dreams • Overcoming Disappointment • Creating New Dreams • Achieving Goals – Potato People • We Did It! 	<p><u>SP2: Healthy Me</u></p> <ul style="list-style-type: none"> • My Friends and ME • Group Dynamics • Dangers of Smoking • Alcohol • Healthy Friendships • Celebrating my Inner Strength and Assertiveness 
<p>PE (Physical Education)</p>	<p><u>Spring 1: Football</u></p> <ul style="list-style-type: none"> • Refine Dribbling • Turning • Refine passing and receiving. • Develop passing and dribbling creating space • Introduce shooting • Football Tournament 	<p><u>Spring 2: Gymnastics- Bridges</u></p> <ul style="list-style-type: none"> • Introduction to bridges • Application of bridge learning onto apparatus • Develop sequence ideas with bridges • Sequence formation • Sequence Completion • Performance 

<p>Sanskrit</p>	<ul style="list-style-type: none"> • PRE/Yoga links: Srimad Bhagavatam 1.3.28 Bhagavad Gita 15.15 Shikshastakam , Verse 5 CC Adi 7.76 • Reading and Writing-Introduction to vowel signs. Learning to join simple vowel sign for AA.I.II.U.UU and R to consonants. • Building Vocabulary and learning to make simple sentences. • Conversation-Discussing how in some household children do not use the first names of elders. Identify verb endings for 3rd person singular. Compose two-word sentences with pronoun or noun and verb. Numbers 10-20 • Story- "The Sky is falling" & "Again become mouse" 	
<p>Yoga</p>	<p>Spring 1:</p> <ul style="list-style-type: none"> • Practise various asanas to maintain efficient digestion, improve attentiveness and flexibility. • Take ownership of learning with parents/ carers, record daily practise of 4 cycles of Surya Namaskar with 5 mantras chanting and contribute to the ongoing teamwork campaign. • Practise of Supta Virasana assists in strengthening the heart and avoiding indigestion. • Practise Sama Vritti (L2) pranayama daily to promote balance and relaxation. • Practise Jnana, Shuni, Earth and Vishnu hand mudras to improve stability and concentration. • Practise foot acupressure while meditating on the pastimes of Sudama 	<p>Spring 2:</p> <ul style="list-style-type: none"> • Practise various asanas in standing, sitting, prone and supine to balance the heart chakra. • Continue to support well- beings by practising 5 cycles of Surya Namaskar with parents and submit your practise to the uplifting campaign. • Participate in asanas on Uddhava's journey linking to BG 7.8. • Practise the steps leading to Padmasana and practise the sitting awakening asana with Sama Vritti (L2-L3) to improve mindfulness and relaxation. • Practise Neiguan meditation to visualise one's organs in fulfilling inner energies. • Practise, remember the names of the hand mudras learnt and their benefits- to maintain humility, the source of energy. 
<p>French</p>	<p>Greetings</p> <ul style="list-style-type: none"> • Say 'hello' (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon'. <p>Phonics</p> <ul style="list-style-type: none"> • Alphabet and graphemes • first 4 French sounds / phonemes. We will look at the sounds; 'CH' 'OU' 'ON' 'OI' 	<p>Fruit</p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike.  <p>Vegetables</p> <ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in French. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.

		<ul style="list-style-type: none"> • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.
<p>Music</p>		<p>Body Percussion - Group Composition</p> <ul style="list-style-type: none"> • More complex body percussion patterns • Small group compositions with awareness of form and structure • Tamboo Bamboo continuation Including recorders
<p>Enrichment Opportunities</p>	<ul style="list-style-type: none"> • Dentist Visit • Gaura Purnima • National Story Telling Week • World Book Day • Science Week 	