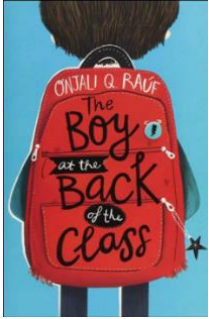
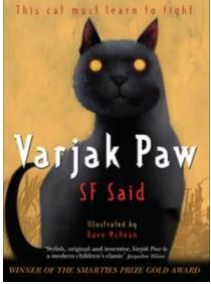
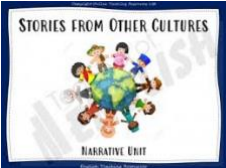
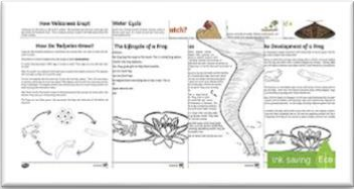
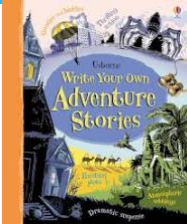


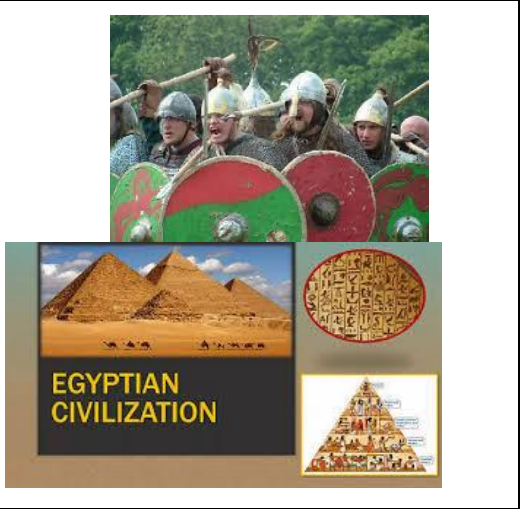


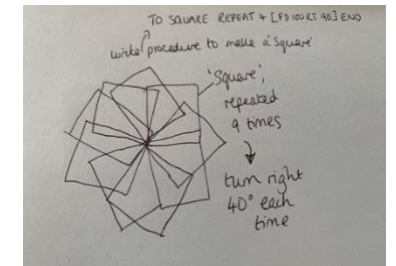
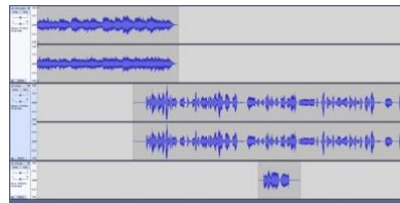
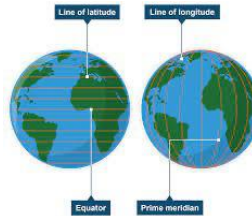
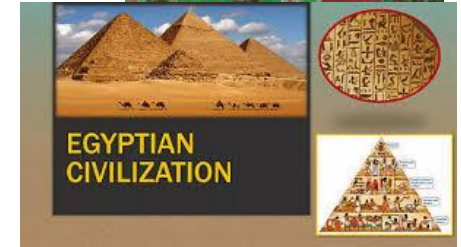
Year 4: Spring Term Curriculum Information for Parents 2024-2025








Subject Area	Curriculum Information	
<p style="text-align: center;">English</p>	<p><u>Reading</u></p> <p><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 for 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><u>Varjak Paw</u></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><u>Writing</u></p> <ul style="list-style-type: none"> • Stories from Other Cultures • National Storytelling Week • Persuasive Writing • Explanatory Texts • Third Person Adventure Stories   	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Words with endings sounding like /zə/ or /tʃə/ • Words with endings sounding like /ʒən/ • Homophones • Words with endings sounding like /ʃən/, spelt -tion, -sion, -ssion, -cian • The suffix-ous • Statutory word list revisited 
<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 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> • Count up and down in hundredths



	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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]
<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></p> <p>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). This knowledge is essential for more complex discussions in later units and year groups.</p>	<p><u>Spring 2: Chaitanya Mahaprabhu</u></p> <p>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. This is a key theological principle of the Gaudiya Vaishnava faith and must be emphasized here and understood well to support later units.</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"> • 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><u>The achievements of the Earliest Civilisations Egypt Study</u></p> <ul style="list-style-type: none"> • Who were a few of the earliest civilisations and what did they achieve? • Who were the ancient Egyptians and where did they live? 	
<p>Geography</p>	<p><u>Latitude and Longitude study</u></p> <ul style="list-style-type: none"> • How do lines of latitude and longitude tell us what the location is like? • 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? • What affects the water cycle?
<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>Painting and mixed media (light and dark)</u></p> <ul style="list-style-type: none"> • Tints and Shades • Three Dimensions • Painting techniques • Composition • Still life 	
<p>Design and Technology</p>	<p><u>Mechanical systems: making a slingshot car</u></p> <ul style="list-style-type: none"> • Chassis and launch mechanism • Designing the car body • Making the car body • Assembly and testing 	
<p>PSHE</p>	<ul style="list-style-type: none"> • <u>Forest School</u>  <p>Tree identification</p> <ul style="list-style-type: none"> • Weaving skills • Different knots • Introduction of various tools and practising with tool skills • Shelter Building • Clay Work • Team Building and Nurturing the Environment 	
<p>PE (Physical Education)</p>	<p><u>Dance (space)</u></p> <ul style="list-style-type: none"> • Space: Responding to stimuli working together • Extending sequences with a partner in character • Developing character dance • Developing sequences with a partner in character that show relationships and interlinking moves • Sequences, relationships, choreography and performance • Full performance  <p>dance</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sprinting: Develop running at speed • Sprinting: Exploring our stride pattern • Running for pace • Understand and apply tactics when running for distance • Throwing for distance: Javelin • Jumping for distance: Standing Triple Jump 

<p>Sanskrit</p>	<p><u>Spring 1: Vertical Line Drop/Topic – Birds/PRE-Link Bg 15.15</u></p> <ul style="list-style-type: none"> • Introduction to Vertical Line drop. Bg 15.15 Line 1 • To form vertical line drop conjuncts. Bg 15.15 Line 2 • To apply vocabulary 6 in Sanskrit. Bg 15.15 Line 3 • To read Vocab 6 words with Vertical line conjuncts. Bg 15.15 Line 4 • To write Vocab 6 words with vertical line conjuncts. Bg 15.15 • Introduction to Bird topic vocabulary. Sikshastakam verse 1,2 and 3 	<p><u>Spring 2: Double Decker/Topic –Birds/PRE-Link – Sikshastakam Verse 4- Eka Shloki Ramayanam</u></p> <ul style="list-style-type: none"> • Introduction to Double Decker Conjuncts. Sikshastakam Verse 4 Line 1 & 2 • To read Double Decker conjuncts. Sikshastakam Verse 4 Line 3 & 4 • To apply Topic and vocab 7 nouns in Sanskrit. Sikshastakam Verse 4 Line 3 • To read and write conjuncts including both Vertical Line drop and Double Deckers. Sikshastakam Verse 4 • Revision halanta,verticle line drop, double decker and vowel /Diphthong signs. - Eka Shloki Ramayanam • Assessment- Eka Shloki Ramayanam
<p>Yoga</p>	<p><u>Spring 1: Manipura, Solar</u></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 (L1) 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><u>Spring 2: Anahata, Heart</u></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 Kalpa Bhati (L1) 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><u>Spring 1 and 2: Family</u></p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in French. • Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives' `mon', `ma' and `mes' in French. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). <div data-bbox="1877 1273 2123 1423" data-label="Image"> </div>	

<p>Musi</p>	<p><u>Music lessons are delivered by specialist teachers from Harrow Music Services:</u> (Body Percussion)</p> <ul style="list-style-type: none"> • More complex body percussion patterns • Small group compositions with awareness of form and structure • Tamboo Bamboo continuation (if desired) • Including recorders 	
<p>Enrichment Opportunities</p>	 <ul style="list-style-type: none"> • Local Library Visit • British Tate Museum (tbc) • National Story Telling Week • Children’s Mental Health Week • Gaura Purnima 	