

**Year 4**  
**Spring Term 2024/2025 - Our Learning**



**Curriculum Overview - Year 4**

**English Reading**

**Key text: Young, Gifted and Black by Jamia Wilson**

**Summary:** This book shows pupils a selection of black icons from history and the present day to inspire pupils to discover what they can achieve. This is a perfect introduction to figureheads, leaders and pioneers such as Martin Luther King Jr., Nelson Mandela and Rosa Parks, as well as cultural trailblazers and athletes like Stevie Wonder, Oprah Winfrey and Serena Williams. All pupils deserve to see themselves represented positively in the books they read. Strong, courageous, talented and diverse, these extraordinary men and women's achievements will inspire a new generation to chase their dream ... whatever it may be.

**Key text: What a Waste by Jess French**

**Summary:** This informative book will teach pupils about how our actions affect planet Earth and the big impact we can make through the little things we do. Topics covered range from pollution and litter to renewable energy and plastic recycling. Did you know that every single plastic toothbrush ever made still exists? Or that there is a floating mass of rubbish larger than the USA drifting around the Pacific Ocean? It is not all bad news though. While this is a knowledge book that explains where we are going wrong, *What a Waste* also shows what we are getting right! Pupils in Year 4 will discover plans to save our seas, see how countries are implementing green projects worldwide and learn how to turn waste into something useful. The tiniest everyday changes can make all the difference to ensure our beautiful planet stays lush and teeming with life.

**English Writing**

**Writing**

This term, we will focus on writing poems which explore form, an explanation text, critical analysis of narrative poetry, a persuasive piece of writing and an adventure story written in the third person. We will learn the features of each narrative and consider our audience and purpose for our writing. For each of our writing units, we will have a particular focus on planning, drafting and editing. We will give particular consideration to grammar, punctuation and spellings throughout the lessons and at the editing stage. Our writing will link to our other subject areas and we will aim to be inspired to write as part of our wider studies.

<b>Mathematics</b>	<p><b>We will learn about the following topics:</b></p> <ul style="list-style-type: none"> <li>● calculating with multiplication and division;</li> <li>● fractions;</li> <li>● time;</li> <li>● decimals;</li> <li>● area and perimeter.</li> </ul>
<b>Science</b>	<p><b>States of Matter (Curriculum Link - Design &amp; Technology)</b></p> <p>We will begin this unit by exploring the properties of ice. We will learn how ice can change into different states of matter and discuss the properties of solids, liquids and gases, including their particle arrangement. We will learn which materials can change state, how they change state, and if these changes are reversible or irreversible. As part of this, we will investigate if a gas has any mass by experimenting with fizzy drinks. Later in the unit, we will learn about melting and boiling points when carrying out an investigation to change butter and chocolate to a different state.</p> <hr/> <p><b>States of Matter: The Water Cycle (Curriculum Link - Geography)</b></p> <p>We will think carefully about what we know about the weather (snow, rain, ice) and how this links in with what we have learnt about states of matter. We will look at everyday examples of when water evaporates and condenses, for example, clothes drying and water puddles disappearing. As part of our science and geography learning, we will explore the different states and stages in the water cycle by closely looking at precipitation, condensation and evaporation.</p>
<b>Art</b>	<p><b>Art Strand: Portraiture: Sculpture &amp; Drawing: Ancient Egyptian Art (Curriculum Link - History)</b></p> <p>In this unit we will contemplate the minds of other people. This is through examining the clues provided by the artist's depiction of the person's features and expression, together with the style, tones and techniques used by the artist. We will use our sketchbooks, being curious, having the urge, impulse and desire to find out more about Egyptian portraiture and the history of Egyptian art and the influence it has had on western art. We will create a self portrait in the style of Neferatiti's bust using a variety of drawing materials, practising drawing quick, light lines (sketching) and more deliberate, measured lines, using ink pens and oil pastels. We will also design and make a 3D form of King Tutankhamun's burial mask, using paper mache, card, newspaper and paint and understand how to finish and present our work to a good standard.</p>

	<p><b>Art Strand: World Art: Drawing: Ancient Egyptian Art (Curriculum Link - History)</b></p> <p>This world art strand aims to support our children's cultural, social and geographical understanding. We will study the works of Egyptian muralist Alaa Awad, giving more complex personal opinions about his artwork. Using our sketchbooks, we will develop the ability to accurately identify and render (draw /paint realistic) 2D and 3D geometric shapes when drawing from observation and using secondary sources of pictures from the first dynasty, sculptures from the fourth dynasty and applied art from the New Kingdom, becoming aware of proportion and scale. We will design canopic jars using different drawing media and use evaluation to understand what we need to do to improve and that all artists do this.</p>
<p><b>Computing</b></p>	<p><b>Creating Media: Animation</b></p> <p>During this unit, we will build the skills to create a stop frame animation that we will share with Year 3 children. As part of this unit, we will begin by learning about simple animation techniques and create our own animations using a flip book. We will then create a storyboard showing characters, settings and events in our own stop frame animation using chromebooks. For our animation, we will use our learning of Ancient Egypt to create a setting and characters that are linked to Ancient Egypt. Finally, we will conclude with adding other types of media to our animation, such as music and text.</p>
	<p><b>Creating Media: Logo- 3D design and Floor Plans</b></p> <p>Linked to our dreams and Goals personal development unit this term and our previous unit on being me in my world, we will create a 3D model of our "Dream Bedroom" using the 3D design software, Tinkercad. As part of this unit, we will learn how to use the work plane tool and how to combine solid and hollow shapes to create new objects. We will practise accurately controlling the tinkercad camera in order to carefully modify shapes.</p>
<p><b>Design and Technology (DT)</b></p>	<p><b>Textiles: Combining Materials (Curriculum Link - Science)</b></p> <p>Our key question for this unit is, 'How can you make a box out of cloth?' In this unit, we will explore ways to stiffen fabric. After testing different solutions, our final task will be to create a box out of fabric to hold special objects for pharaohs in their final burial chamber. Throughout this unit, we will understand how fabric can be stiffened by using different solutions, and we will understand that stiffened fabric can hold a form and keep its shape. This DT project will introduce us to key learning that will take place in our science unit on Materials in Year 5 where we will learn about solubility, dissolving and different solutions.</p>

<b>Geography</b>	<p><b>Human and Physical Geography: Re-visit Rivers -The River Nile (Curriculum Link - History)</b></p> <p>In this unit, we will learn about how the Ancient Egyptians used The River Nile, and we will explore why the river was so important for the Ancient Egyptian civilisation. We will also look at the features of The River Nile and compare this to our prior learning of The River Thames.</p>
<b>History</b>	<p><b>The Achievements of the Earliest Civilisations- Ancient Egypt</b></p> <p>In this unit, we will begin by looking at some of the earliest civilisations and their achievements, such as the Ancient Sumer and Indus Valley civilisations. We will understand that the key components needed for any civilisation are: a food supply, a social structure, a government, a religious system, advances in technology, a distinct culture and a developed written language. We will learn who the Ancient Egyptians were, where they lived and what led them to settle along The River Nile. We will discuss the Old Kingdom, the Middle Kingdom and the New Kingdom and investigate who was important during these time periods and what their achievements were. In addition to this, we will discover how the Ancient Egyptians wrote as a form of communication and understand their beliefs in different gods and the afterlife. Finally, we will look at Howard Carter's astonishing discovery of Tutankhamun and investigate how this discovery helped archaeologists to understand the life and beliefs of people during the Ancient Egyptian period.</p>
<b>Foreign Language (German)</b>	<p><b>Weather</b> Pupils will learn key vocabulary relating to the weather before listening to and creating their own weather reports. This is reinforced through a fun song and some games.</p> <p><b>Clothes and Karneval</b></p> <p>We will compare and contrast events for Shrove Tuesday in the UK with Carnival (Karneval/Fasching), celebrated in German speaking countries, to find similarities and differences. We will learn German words for various clothes before dressing up in outfits in order to use full sentences to describe what their peers are wearing. The unit will end with a fashion show alongside oral presentations and written descriptions including adjectives</p>
<b>Music</b>	<p>We work in partnership with <a href="#">Sing Education</a> to deliver our music curriculum.</p> <p>The school's subject leader oversees the music curriculum and our work with Sing.</p> <p>This term our themes are:</p> <p><b>Ensemble skills 2: Melody and Accompaniment</b></p> <p><b>Composition skills 2: Pentatonic Phrases and Rhythm Sequences</b></p>

<b>PE</b>	<p><b>Dance</b></p> <p>Pupils explore dance artistry working individually and in a group. The pupils focus on creating a repeated longer performance with clear shapes and controlled movements.</p>
	<p><b>Fitness</b></p> <p>During this unit pupils will describe how and why their body changes during and after exercise and explain why we need to warm up and cool down. They will be able to feel their pulse and record their heart rate. They will take part in numerous fitness activities including a circuit</p>
	<p><b>Net and wall games: Badminton</b></p> <p>Pupils will know the correct way to hold a badminton racket and play a successful clear shot. They will develop their shot playing by playing a drive and drop shot and serving towards an opponent. They will be able to rally with an opponent.</p>
	<p><b>Net and wall games: Tennis</b></p> <p>Net and wall games: Tennis Pupils explore net and wall games through tennis. They focus on basic handling of the racket, specifically holding accurately for a forehand shot, before using this in play. The pupils progress to hold accurately for a backhand shot and use this in play.</p>
<b>Personal Development</b>	<p><b>Dreams and Goals</b></p> <p>In this unit, we will share our hopes and dreams and understand that sometimes hopes and dreams do not come true. We will learn to know how to cope with disappointment and how to help others cope with theirs. Later in the unit, we will understand what it means to be resilient and to have a positive attitude, and to use these qualities to make a new plan and set new goals even after having been disappointed.</p>
	<p><b>Healthy Me</b></p> <p>In this unit, we will recognise how different friendship groups are formed, how we fit into them and recognise the friends we value the most. We will also develop an awareness of how different people and groups impact us and recognise the people we want to be friends with. Later in the unit, we will explore how to recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from ourselves and others.</p>

**Religious  
Education  
(RE)**

**Christianity: Easter**

**Key Question: Is forgiveness always possible for Christians?**

We will learn:

- to understand why the Easter Story is important to Christians.
- to investigate how Jesus' life, death and resurrection impacts on a Christian's understanding of forgiveness.
- to show an understanding of how Christians believe God can help them show forgiveness.
- to discuss help we may need to show forgiveness.