



Windmill Hill Primary School

Spring Term 2021 Curriculum Plan

Year 4

English	<p>Spring One: Narrative</p> <p>This half term we are writing a 'Rags to Riches' story, while focusing on the writing models 'Charlie and the Chocolate Factory' and 'Aladdin'. Firstly, Children will complete a 'Cold Write' that will act as an assessment to inform the direction of the unit. Children will study the 'Plot Path' for a 'Rags to Riches' story and will be taught a sequence of lessons to help them write their own. We will focus a great deal on character and setting description to ensure that the children are using a range of writing tools to make their stories interesting and appealing to the reader. A strong emphasis will be placed on re-drafting as the children are encouraged to edit and improve their work in order to make their writing the best it can be.</p> <p>Within this unit, we will also focus on revisiting fronted adverbials and punctuating direct speech correctly. The children will be encouraged to edit and correct their work by responding to feedback – correcting punctuation and spelling will be a central focus.</p> <p>Spring Two: Persuasive Writing</p> <p>In the second half of the spring term, we will focus on 'Persuasive Writing'. This unit will give children the opportunity to understand the means of having a 'strong voice' and being vocal on situations that they feel strongly about. Children will get the opportunity to explore what it means to be passionate about various situations, including current issues in the world right now. Alongside this, we will also explore a range of real-life leaflets from local establishments and take a look at how they persuade people to buy their product or visit their establishment.</p> <p>Reading is assessed and all children are encouraged to read a wide range of books including myths, legends and traditional stories; modern fiction; fiction from our literary heritage and books from other cultures and traditions. All children will have a reading book that will remain in school and a book to read at home, so they can enjoy reading a text whenever an opportunity is presented.</p> <p>Pupils will practise their handwriting and be encouraged to differentiate their writing style based on the audience and purpose of the task. We talk about the standard of handwriting and overall presentation that is expected for a range of different tasks</p>
Mathematics	<p>Spring One: Further Multiplication and Division</p> <p>During Spring One we will be diving deeper into 'Further Multiplication and Division'. In this chapter, Children will further develop their understanding of multiplication and division. They will learn how to divide and multiply by 1 and 0 and understand the law of commutativity. They will learn how to multiply three numbers together using prior</p>

	<p>knowledge of multiplication tables.</p> <p>The children will use their tables and knowledge of place value to multiply multiples of 10, leading to the multiplication of 2-digit numbers using short multiplication. Moreover, Children will learn more about division and will divide 2-digit numbers using two methods, including numbers with remainders. They will learn to solve multiplication and division problems using the methods they have learned and will use bar models to visualise what the problem is asking them to do</p> <p>Spring Two: Graphs and Fractions</p> <p>During ‘Spring Two’, the children will firstly focus on graphs. In this chapter, we will learn how to interpret picture graphs and bar graphs. Children will be introduced to line graphs and how they are used to measure change over time. They will interpret line graphs and use information from a table to draw a line graph. Children will make predictions based on trends identified in data.</p> <p>After this, we will then move onto ‘Fractions’ and hundredths will be introduced. Children will learn about mixed number fractions and improper fractions. They will learn how to convert between mixed numbers and improper fractions. They will also learn how to add and subtract fractions and will solve addition and subtraction word problems.</p> <p>Reasoning will be at the heart of lessons where the children will face mathematical problems that they will be encouraged to discuss and strategise before journaling their thoughts and ideas.</p> <p>BIG Maths</p> <p>We will continue to incorporate ‘BIG Maths’ into our weekly routine as this motivates all children to improve speed and accuracy when faced with number bonds and times tables: the skills that underpin the use of the formal methods. This will become a daily occurrence for the children and used as a fluency task.</p>
Science	<p>Spring One: Sound</p> <p>Even without any formal teaching, the children will already know many things about sound, so we will look to build on their prior knowledge. They will encounter how sounds are made on a variety of instruments and how they can be changed in volume, pitch and over distance. They will explore making sounds on a range of objects that aren’t instruments, in order to investigate how sounds are created to make music. This topic will cover the following learning objectives:</p> <ul style="list-style-type: none">• Identify how sounds are made, associating some of them with something vibrating.• Recognise that vibrations from sounds travel through a medium to the ear.• Find patterns between the pitch of a sound and features of the object that produced it.• Find patterns between the volume of a sound and the strength of the vibrations

	<p>that produced it.</p> <ul style="list-style-type: none"> • Recognise that sounds get fainter as the distance from the sound source increases. <p>Spring Two: Electricity</p> <p>In this unit, the children will revisit some uses of electricity and the importance of safety before constructing simple circuits. We will also focus on understanding how to change a circuit by changing its components. Children will also learn the final application of knowledge and skills when the children design and make an alarm using their knowledge of circuits. This topic will cover the following learning objectives:</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators and associate metals with being good conductors.
<p>Computing</p>	<p>Scratch</p> <p>We will be looking into computer programming using programs such as ‘Scratch’ and ‘Kodable’ to work on some complex algorithms and fault-finding. The goal will be to ensure that we can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact. It is important that the children are aware of the safeguarding measures that in place on the school equipment and how this might differ from the experience of using their devices in the home. We want the children to be responsible users who feel safe when using the internet both in and out of the school environment.</p> <p>Children will also access iPads to complete research for French and engage in interactive games for times tables in Maths.</p>
<p>Art and Design and Technology</p>	<p>Matisse – Painting with Scissors</p> <p>Together, we will focus on the artist ‘Henri Matisse’ and learn about the method he created that is better referred to as ‘Painting with scissors’. Henri Matisse is a famous artist who is renowned for his ability to create art through cutting which stemmed from his inability to paint due to being in a wheelchair. Instead, Henri cut designs using paper and directed his assistants on where how to arrange them.</p> <p>The children will learn about composition, colour, patterns and also experience opportunities that will excel their fine motor skills and help them to cut with greater precision. We will link this artwork to our Humanities topic, ‘Ancient Egypt’ and create</p>

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	<p>designs using this style of art.</p> <p>Landscapes Children will look at landscapes from both Ancient Egypt and familiar areas in their surroundings before learning how to paint a landscape. We will focus on using a range of tools including acrylic paints, water colours, several different sized and shaped brushes, a spatula, a sponge and a toothbrush</p>
Humanities	<p>Ancient Egypt Throughout the Spring Term, we will be exploring 'Ancient Egypt'. This unit will focus on the achievements in ancient civilisation and the impact they have on society today. The children will explore how and where the ancient Egyptians lived and what was important in their day-to-day life. Alongside this, we will explore, Tutankhamun - a key figure in ancient Egyptian history.</p> <p>Children will learn about how Egyptian mummies were made, and the purpose of them, before moving onto looking at Egyptian Gods. As always, we will link this topic across the curriculum by looking at music that existed at this time, drawing the famous Pyramids and looking at location using an atlas.</p>
French	<p>Likes and Dislikes Throughout the Spring Term, the children will focus on the topic 'Likes and Dislikes'. We will link this to foods, sports, hobbies and people. Children will focus on forming sentences in relation to things they like and things that they do not like. Alongside this, we will provide opportunities for role-play and group work whereby children will be provided with the opportunity to speak aloud to their class to improve confidence and pronunciation.</p> <p>The children will also be given the opportunity to read short stories in French and identify familiar vocabulary. This will encourage children to broaden their vocabulary and develop their ability to understand using new words by accessing a French dictionary.</p> <p>Body - Feeling Unwell Children will be introduced to new vocabulary in relation to feeling unwell and describing their symptoms. We will begin by looking at the different body parts and assessing whether children can point to each one. We will complete group work activities whereby children will label a body with each part and then group assess each other. We will then watch videos in relation to describing our symptoms and learn how to explain how we are feeling.</p>
Music	<p>Stop! The children will follow the 'Charanga' scheme to explore music in class. During this</p>

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	<p>time, the children will be learning a range of notes and songs. Our first song will be 'Stop!' - a rap song about bullying.</p> <p>The children have worked hard practising and performing the song 'Who Says?' by Selena Gomez in relation to anti-bullying week. Our new song 'Stop!' will tie in nicely with it and should be a hit with the children due to the genre being 'Rap'.</p> <p>Unfortunately, due to the circumstances, we cannot perform to you as usual. However, Class DoJo is a great platform to showcase what we do in school and we will aim to perform this in class and upload it for parents and carers to see.</p>
Physical Education	<p>Gymnastics The children were scheduled to do weekly Gymnastic Sessions with Beth Tweddle. However, due to ongoing Covid-19 restrictions, it is very unlikely that children will be able to access this. In the meantime, children will follow online schemes from home, many of which are created by Joe Wicks – a PE sensation who tends to intertwine stretching and flexibility into his lessons.</p> <p>Review Fitness Alongside this, children are completing a weekly 'Fitness Challenge' created by me and sending me images and videos of this. This allows us to revisit our first topic in PE which was 'Fitness'. It is very important that we teach our children the importance of staying fit and healthy as this will benefit not only our body, but also our mind.</p>
RE	<p>Sikhism This Christianity unit will teach the children about key aspects of the Sikh faith. The children will work creatively to enhance their learning experience. They will find out where Sikhism originated, about special places linked to Sikhism and about key festivals in Sikhism life. The children will also dive deeper into how equality is an important part of Sikhism and this will lead us to discuss what equality actually means and how we can ensure it is present in our school.</p> <p>Christianity – Sacrifice Firstly, the children will focus on the word 'sacrifice' and what it actually means before looking at religious and non-religious sacrifice. Children will explore the concept of choosing to sacrifice or give up something for religious, non-religious and ethical reasons. Additionally, we will explore how a commitment to sacrificing something can be of benefit to themselves, others and the planet.</p>
PSHE	<p>Hopes and Dreams We will begin by Identifying hopes and dreams that we have in our personal life. once we have identified this, we will move on to discussing that sometimes hopes and dreams don't always come true and this can cause us to be upset or feel hurt. We will discuss overcoming disappointments in life and reflect on methods to help us calm</p>

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down accept that things do not always work out how we would like them to.

We will sing songs that relate to our topic and engage in interactive activities and group work that will lead us to understanding why things don't always go to plan and how we should respond to setbacks.