



Windmill Hill Primary School

Spring Term 2024 Curriculum Plan

Year 4

English	<p>Spring 1: Myth Narrative</p> <p>This half term, the children will be immersed into a wonderful, mythical world where they will learn how to make predictions about a story before delving into a wide range of vocabulary that will be embedded into their own writing. The children will be exposed to a WAGOLL (what a good one looks like) for this narrative, before attempting to write their own. Within this unit, the children will focus on description and setting, and learn how the writer uses a wide range of techniques to intrigue the reader.</p> <p>The children will learn how to create their own character and take their character on a journey using their own imagination. The focus for our English this half term will be Vikings, and this will have cross curricular links with our reading. Every morning, the children will spend 30 minutes completing a guided and independent reading session. During this time, the children will also read books about Vikings and learn how to respond to a range of comprehensive questions. The children will learn how to summarise and collect evidence from the text to answer their Anchor Question for that day. Every reading lesson will finish with an independent task to ensure children have understood the focus for that day.</p> <p>Spring 2: Twisted Narrative and Persuasive Letter</p> <p>During this half term, the children will focus on the story 'The Lost Happy Endings' and learn about a Twisted Narrative and what this means. The children will be immersed into a new genre of excitement when they read and understand the characters journey and how a twist in a narrative story can intrigue the reader. Again, the children will be exposed to a wide range of vocabulary that will later benefit them in their own writing and expand their writing by using and choosing better words that will affect the reader. During this time, the children will also learn how to write a persuasive letter by using a wide range of persuasive language – the most important being emotive language. The children will be reminded of the key features of a letter before writing one independently.</p>
Mathematics	<p>Spring 1: Further Multiplication and Division</p> <p>During Spring 1, 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 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.</p>

	<p>Moreover, the 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 2: Graphs and Fractions</p> <p>During ‘Spring 2’, the children will firstly focus on ‘Graphs’. In this chapter, we will learn how to interpret picture graphs and bar graphs. The 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. The 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. The children will learn about mixed number fractions and improper fractions. They will learn how to convert between mixed numbers and improper fractions. They will 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>
<p>Science</p>	<p>Spring 1: 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. The 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>During this unit, the children will also be given the opportunity to attend an electricity workshop. This workshop is better known as Electro City Builders and it focusses on</p>

	<p>electricity, circuits and how various components function in a circuit. Each pupil will be given the chance to use electrical equipment to light up their own Lego house, gardens, parks and road layouts. LEGO mini figures will be added to create an amazing busy City! This will bring learning to life for our children and combine our topics with LEGO as we know this really interests them.</p> <p>Spring 1: Sound</p> <p>The children will already know many things about sound, even without any formal teaching of it. 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 that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.
Computing	<p>Spring 1 – Creating music</p> <p>Throughout this half term, the children will explore GarageBand and create their own composition and performance. The children will learn how to create a repeating percussion rhythm and play music using virtual instruments. The children will also compose and edit tunes using the piano roll (pitch and duration) tune. And important part of this unit will be providing individual feedback to peers, so the children will spend sometimes listening and suggesting ways for a friend to improve their music.</p> <p>Spring 2 – Sharing experiences and opinions</p> <p>During this half term, the children will create a podcast, comment on podcasts and respond to comments. Firstly, we will look and analyse what a good podcast looks like, by picking out the key and most important features. The children will focus on this genre of speaking and will then create a podcast relating to a common theme that interests them. The children will be encouraged to be critical and reflective with regards to how they analyse a podcast.</p>
Art and Design and Technology	<p>Spring 1 - Matisse – Painting with Scissors</p> <p>The children 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</p>

	<p>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 of where to arrange this.</p> <p>The children will learn about composition, colour, patterns and also experience opportunities that will excel their fine motor skills and help them cut better. The children will learn how to create a silhouette and add this to a textured, colourful collage background. Another piece of artwork that we will use to inspire us is 'The Snail', which was create by Henri Matisse when he grew ill. The children will be given the opportunity to recreate this piece of art and showing off their interpretation of this.</p> <p>Spring 2 - Landscapes</p> <p>The children will look at landscapes from a range of different artists, beginning with Paul Klee. The children will focus on how the sky has been created using a 'wet on wet' technique. The children will be taught how to accurately load their paint brush with paint to create the sky. Additionally, the children will also focus on paintings of sunsets and focus on where the horizon line meets the land. The children will use a dry brush technique to create their own sunset painting and add silhouettes to their finished product.</p> <p>Moreover, a central focus for this topic will be 'Water Lilies', by Claude Monet. The children will mix a range of blues, purple, and greens using watercolours and then apply a wash to give the impression of water. The children will use a fine paint brush and a 'wet on dry' technique to paint on reeds and water lilies. This will create impressions rather than exact shapes.</p>
Humanities	<p>Ancient Egypt</p> <p>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 lives and what was important in their daily day-to-day life. The children will be exposed to the key artefacts in ancient Egyptian history and these will be referred to simultaneously throughout our learning. We will learn about the legacy that the Egyptians left behind and how they their civilisation completely transformed and formed the world we live in today. From writing, to makeup – the Egyptians did it all!</p> <p>As always, we will focus on the geographical location of Egypt and much of our learning will be based on the River Nile and the importance that it had for the Egyptians. We will focus on the human and physical geography of Egypt and how the River Nile was used a trade and transportation route during Egyptian times, and how towns were built alongside the Nile because of the fertile soil that surrounded it.</p> <p>The children will learn about how mummies were made, and the purpose for them before moving onto looking at ancient 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 at atlas.</p>

<p>French</p>	<p>Spring 1 - 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. The 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 as this will promote confidence and improve pronunciation.</p> <p>The children will also be given the opportunity to read short stories in French and identify familiar vocabulary. This will encourage the children to broaden their vocabulary and develop their ability to understand using new words and accessing a French dictionary.</p> <p>Spring 2 - Body- Feeling Unwell The 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 the children can point to each one. We will complete group work activities whereby the 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>
<p>Music</p>	<p>Spring 1 - Stop! The children will follow the 'Charanga' Scheme to explore music in class. During this time, the children will be learning a range of notes and songs. Our first song 'Stop!', this is a rap song about bullying. The children will take part in games and a vocal warmup. Firstly, we will use our body to find a pulse as we begin to learn the words of this song. We will talk about the genre of music that this song is, and how it compares with other songs of the same genre. Throughout this unit, we will constantly make time to perform our song and try and improve each week. As a rap song can be tricky to remember, we will ensure there are ample opportunities for the children to practise this song in class.</p> <p>Spring 2 – Lean On Me The children will listen to the song 'Lean On Me', which is a gospel song and together we will identify the key features of this genre of music. The children will practise vocal warmups to ensure they are ready to sing. We will also take part in a range of games to ensure learning is fun and interactive. Towards the end of this unit, we will use the glockenspiel to perform our finished piece.</p>
<p>Physical Education</p>	<p>Spring 1- Swimming The children will attend weekly swimming lessons at the local swimming lessons where a swimming instructor will help the children gain more confidence with water. The children will learn how to swim correctly, and they will also learn about water safety and what they should do if they ever fall into water.</p>

	<p>Spring 2- Gymnastics</p> <p>The children will partake in gymnastic sessions with Beth Tweedle. In this unit, the children will create more complex sequences. They will learn a wider range of travelling actions and include the use of pathways. The children will develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. The children will be given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, the children will develop performance skills considering the quality and control of their actions</p>
RE	<p>Spring 1 - Sikhism</p> <p>This half term, the children will learn about the religion Sikhism. The children will learn about the key aspects of Sikhism and will focus on the importance of symbolism. The children will learn about the 5 K's and why people who follow this religion belief in these symbols. The children will also learn about Guru Nanak and why he was important to Sikhs. The children will be challenged to think of why believing in one creator God may encourage people to treat everyone as equals.</p> <p>Moreover, 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>Spring 2 - Christianity – Sacrifice</p> <p>Firstly, children will focus on the word sacrifice and what it actually means before looking at religious and non-religious sacrifice. The children will explore the concept of choosing to sacrifice or give up something for religious, non-religious and ethical reasons. They then explore how a commitment to sacrificing something can be of benefit to themselves, others and the planet. The children will learn about the story of Jesus in the wilderness and talk about what they think is happening. During this time, the children will also learn about lent and it is a time where people sacrifice something for forty days and forty nights.</p>
PSHE	<p>Spring 1 - Hopes and Dreams</p> <p>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. This leads us to 'Overcoming Disappointment' where we will reflect on methods to help us calm down and lead us to accepting that things do not always work out how we would like them to.</p> <p>We will sing songs that relate with our topic and engage in interactive activities and</p>

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group work that will lead us to understanding why things don't always go to plan and how we should respond to this.

Spring 2 – Healthy me

Throughout this topic, the children will learn and focus a lot on friendship, friendship groups, choices and peer pressure. The children will learn that the choices they make and friends that they choose can affect their wellbeing and behaviour. The children will learn about what a healthy friendship group looks like and how they can support their friends with positive words. The children will also learn that sometimes people can lead you in the wrong direction and pressure you into doing things that are wrong. The children will learn how to respond to these situations and what role they should take on in their group. Additionally, the children will learn about the bad effects of smoking and how it can affect our health in a negative way, they will also discuss the reasons why some people decide to smoke and how they can quit this habit.