



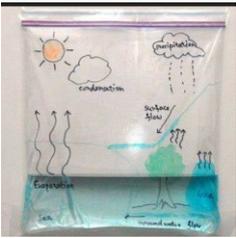
*Proudly and joyfully, we love, live and learn as God's children*

## Year 4

### Curriculum Overview for Spring Term 2024

Curriculum Subject and topic	Curriculum Objectives	What you can do to help your child...
<p>RE</p>   	<p><b>Christmas</b></p> <p>In this unit, the children will study the role of angels in the story of Christmas. They will learn about Christians being messengers of Christ's Good News in the world today and how the Church celebrates the Feast of Christmas.</p> <p><b>Jesus: Light of the World and Beloved Son</b></p> <p>In this unit, the children study some important stories about the life of Jesus and the revelation of his presence in the world. They will also learn about some of the symbols of Baptism and their association with belonging to the Family of God.</p>	<p>Watch a Nativity. Attend a carol service Sing Carols to an elderly relative or neighbour. Make your own Christmas Cards using a nativity scene – share the true meaning of Christmas.</p>  <p>Attend a baptism. Look at photos/ videos of your own baptism. Read: Matthew 3: 13-17 The baptism of Jesus Matthew 17: 1-3 The transfiguration of Jesus</p> <p>Pray – For others Fasting – Give up something Almsgiving – Do charitable things.</p> <p>Pray the stations of the cross. <a href="#">Bing Videos</a></p>

	<p><b>Lent: Living as followers of Jesus today</b></p> <p>In this unit the children will explore some of the customs and practices associated with the celebration of the Season of Lent. Through the life and teaching of Christ they will learn about prayer, fasting and almsgiving and the forgiveness that God offers to those who believe in him.</p> <p><b>Holy Week</b></p> <p>This unit provides the children with an opportunity to develop their knowledge and understanding of the story of Christ's passion and death. They will be given opportunities to reflect upon the circumstances and reasons for his death.</p>	
<p>Literacy</p> 	<p><b>How to Train Your Dragon:</b></p> <ul style="list-style-type: none"> <li>• Adventure stories</li> <li>• Persuasive Speech</li> <li>• Explanatory Texts</li> </ul> <p><b>The Ice Palace / The Light House (LS Unit)</b></p> <ul style="list-style-type: none"> <li>• Persuasive Writing</li> <li>• Explanatory texts</li> <li>• Diary entries</li> </ul>	<p>Watch the film How to Train your Dragon – Discuss the time period that it is set in.</p> <p>Read a range of adventure stories and explore the features.</p> <p>Write an adventure story.</p>
<p>Maths</p>	<p><b>Multiplication and Division:</b></p> <p>Factor Pairs</p> <p>Multiplying and dividing by 10, 100 and 100</p> <p>Written methods</p> <p>Multiplying and dividing a 2- and 3-digit numbers by 1-digit numbers.</p>	<p>Maths games:</p> <p>Play Hit the Button</p> <p>Daily 10</p> <p><a href="#">Topmarks: teaching resources, interactive resources, worksheets, homework, exam and revision help</a></p>

	<p><b>Length and Perimeter:</b> Measure in Km and m Finding the perimeter</p> <p><b>Fractions:</b> Compare and order mixed numbers Convert mixed numbers to improper fractions Equivalent fractions Add and subtract fractions.</p> <p>Decimals: Tenths as a fraction Tenths as a decimal Dividing 1- and 2-digit numbers by 10 Finding hundredths as fractions and decimals. Dividing 1- and 2-digit numbers by 100</p>	
Science	<p><b>States of Matter:</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• Identify the part played by evaporation and</li> </ul>	<p>Find the boiling temperature and freezing temperature of water.</p> <p>Look at the changing states of waters</p> <p>Create a water cycle.</p> 

condensation in the water cycle and associate the rate of evaporation with temperature.

**Science Adventures:**

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

<p>Computing</p>	<p><b>Scratch – Programming from algorithm to code</b></p> <ul style="list-style-type: none"> <li>This unit will look use Scratch programming software. Pupils will use various inputs and output to make Sprites move, change size or play sounds. They will also learn how to use ‘broadcast’ as a conditional input.</li> </ul> <p><b>On the move with programming</b></p> <ul style="list-style-type: none"> <li>Using Scratch 3 to introduce movement blocks to animate sprites, changing backgrounds and using conditional statements If..Then.. Reinforcing sequence, repetition and selection in programming.</li> </ul>	<p>Become familiar with The Scratch Programme. <a href="https://scratch.mit.edu">Scratch - Imagine, Program, Share (mit.edu)</a></p> <p>Can you change the costumes on a sprite? Can you make the sprite move?</p>
<p>History</p>	<p><b>Saxons</b></p> <p>Britain’s settlement by <b>Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>To find out about Anglo-Saxon migration.</li> <li>To find out who the Picts and Scots were and where they lived.</li> <li>To use a range of artefacts to find out about Anglo-Saxon life.</li> <li>To explore AngloSaxon society and culture.</li> <li>To know about paganism and the spread of Christianity in Britain.</li> </ul>	<p>Visit a library and get books about The Saxons.</p> <p>Visit a museum to find out about the Saxons.</p> <p>A family trip to Sutton Hoo (Suffolk) <a href="#">Sutton Hoo   Suffolk   National Trust</a></p>

	<ul style="list-style-type: none"> <li>To use historical evidence to draw a conclusion about the person buried at Sutton Hoo.</li> </ul>	
Geography	<p><b>Countries of the World</b></p> <ul style="list-style-type: none"> <li>To be able to identify the continents of the world.</li> <li>To be able to locate countries on a world map.</li> <li>To find out about some of the key geographical features of each continent.</li> <li>To be able to locate major capital cities of the world.</li> <li>To be able to use a variety of sources to identify human and physical features in a particular country.</li> <li>To be able to find similarities and differences between different countries.</li> </ul>	<p>Locate different countries on a map or globe</p> <p>Play: <a href="http://globe-game.com">Globe (globe-game.com)</a></p>
<p>Art</p>  <p><small>Sonia Delaunay, c.1912</small></p>	<p><b>Sonia Delaunay</b></p> <ul style="list-style-type: none"> <li>To become familiar with the early life and artwork of Sonia Delaunay</li> <li>To learn about the Delaunays and Orphism</li> <li>To explore how Sonia Delaunay created rhythm and movement in her artwork</li> <li>To know how Sonia Delaunay expanded her artwork to include fashion</li> <li>To explore the influence and</li> </ul>	<p>Find some artwork by Sonia Delaunay. Create a piece of work in the style of her work.</p>

<p>Design and Technology</p> 	<p><b>Making Mini Greenhouses</b></p> <ul style="list-style-type: none"> <li>• To explore existing greenhouses.</li> <li>• To investigate stable structures.</li> <li>• To investigate materials for making a mini greenhouse.</li> <li>• To design a mini greenhouse.</li> <li>• To make a mini greenhouse.</li> <li>• To evaluate a finished product.</li> </ul>	<p>Explore stable structure and how to make them secure.</p> <p>Design your own greenhouse.</p>
<p>Citizenship</p>	<p><b>Rights and Responsibility</b></p> <ul style="list-style-type: none"> <li>• Exploring our responsibilities for each other.</li> </ul> <p><b>Solidarity and the Common Good:</b></p> <ul style="list-style-type: none"> <li>• We walk together as people of peace.</li> </ul>	<p>What responsibilities do you have? How do these change as you get older?</p> <p>What can you do to create peace?</p>
<p>PE</p>	<p><b>Dance</b></p> <p><b>Team Games 2</b></p>	<p>Dance to some 'Just Dance' videos. Create your own dance routine to your favourite song.</p>
<p>Music</p>	<p><b>Recorders</b></p> <p><b>Lean on me – Bill Withers</b> All the learning in this unit is focused around one song: Lean On Me.</p>	<p>Keep learning your recorder skills at home.</p>
<p>Life to the Full</p>	<p><b>What am I feeling?</b> <b>What am I looking at?</b> <b>I am thankful</b> <b>Life Cycles</b> <b>Jesus, my friend</b> <b>Family Friend and Others</b> <b>When things feel bad.</b></p>	<p>To engage with the teachings from Life to the Full and deepen the experience for your child, you can access the online parent platform: Website: <a href="https://www.tentenresources.co.uk/parent-portal/">https://www.tentenresources.co.uk/parent-portal/</a> School Username: st-mark-b42 School Password: gospel-242</p>
<p>French</p>	<p><b>Colours, shapes and parts of the body</b></p> <p>This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of</p>	<p>French Body parts: <a href="#">Bing Videos</a></p>

	<p>place, to be used creatively in an art project focusing on the work of Matisse. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse ).</p>	
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<p>Exciting and engaging learning opportunities:</p>	<p>Details of home learning project:</p>
<p>Birmingham Thinktank Museum Loan Box</p>	<p>Research about the Saxons and create a project about them.  States of Matter project.</p>