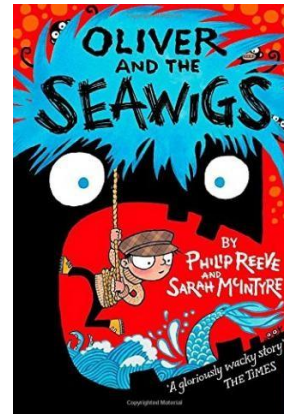


## Year 4 - Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p><b>Fairy Stories and Playscripts</b></p> <p>Introduction to fairy tales and their features. Discuss how these were oral stories and have many different versions. Read and analyse several texts of The Princess and the Pea.</p> <p><b>Grammar focus:</b> Use pronouns for cohesion and to avoid repetition and ambiguity.</p>	<p><b>Fairy Stories and Playscripts</b></p> <p>Study pronouns in the telling of a fairy tale. Focus on the characters and identify and use different types of pronoun and determiners. Use these to improve cohesion in writing.</p> <p><b>Grammar focus:</b> Use dialogue punctuation.</p>	<p><b>Non-chronological Reports</b></p> <p>Reading a story about wolves and then looking in detail at a non-fiction text about wolves, compare the fiction and non-fiction. Analyse the features of different types of non-fiction.</p> <p><b>Grammar focus:</b> Present tense of verbs.</p>	<p><b>Non-chronological Reports</b></p> <p>Read a non-fiction information text and analyse sentences, identifying multi-clause sentences, specifying conjunctions and their purpose (adding information about time, place or cause)</p> <p><b>Grammar focus:</b> Extending range of sentences with more than one clause and using a wide range of conjunctions, including those expressing time, place and cause.</p>	<p><b>Poems to Perform</b></p> <p>Inspired by Julia Donaldson's Poems to Perform, chn watch, perform, read and write a range of performance poetry. Chn tell tales, using possessive apostrophes and explore the uses of pronouns, editing poetry &amp; writing profiles about themselves as performers</p> <p><b>Grammar focus:</b> Choose and use pronouns appropriately for cohesion and to avoid repetition.</p>	<p><b>Poems to Perform</b></p> <p>Inspired by Julia Donaldson's Poems to Perform, chn watch, perform, read and write a range of performance poetry. Chn tell tales, using possessive apostrophes and explore the uses of pronouns, editing poetry &amp; writing profiles about themselves as performers</p> <p><b>Grammar focus:</b> Use possessive apostrophe with singular and plural nouns.</p>
<b>Maths</b>	<p><b>Fractions</b></p> <p>Children should now be confident with the idea that fractions can be greater than 1 and have</p>	<p><b>Fractions</b></p> <p>Building from Year 3, in this step children add two or more fractions with the same</p>	<p><b>Fractions</b></p> <p>In this step, children subtract from mixed numbers. This step only covers subtracting a whole</p>	<p><b>Decimals A</b></p> <p>In this step, children explore the idea of a tenth as a fraction. Children explore tenths</p>	<p><b>Decimals A</b></p> <p>In this step, children divide 2-digit numbers by 10, building on their learning from the previous step.</p>	<p><b>Decimals A</b></p> <p>In this step children divide 1-and 2-digit numbers by 100 Children should build numbers using place value</p>

	<p>experienced these as mixed numbers. In this small step, they write them as improper fractions – a fraction where the numerator is greater than or equal to the denominator. They then explore the improper fractions that lie between whole numbers. Bar models and number lines support this understanding.</p>	<p>denominator. They add proper fractions in this step and then add fractions and mixed numbers in the next step</p>	<p>or a fraction from a mixed number; this will be developed in more detail and extended to subtracting mixed numbers from mixed numbers in Year 5 Children are introduced to these subtractions using bar models and number lines</p>	<p>through different representations of 1 whole split into ten equal parts, including place value counters, straws, counters on a ten frame and bead strings.</p>	<p>Counters on a place value chart are a good resource for this concept. Children make the number using counters, then move all the counters one place to the right. The key learning is that both digits of the number move in the same direction by the same number of places</p>	<p>counters and use exchanges to support their understanding. Once confident working with place value counters, they could move to using place value charts and recognise that dividing a number by 100 moves all the counters two places to the right.</p>
<b>Science</b>	<b>SOUND</b>					
<p>In the Sound project, your child will learn that sounds are vibrations that travel from sound sources, such as a person's vocal chords, musical instruments or pieces of machinery, through a solid, liquid or gas to the ears. They will explore the parts of instruments that vibrate to make sound and investigate the pitch, volume, distance and direction of sound.</p>	<p>They will learn how sound waves are made and how they travel from a sound source to the ear. They will carry out research to find the answer to the question, 'How do we hear sounds?' and use diagrams and words, such as sound waves, vibrate, pinna, ear canal, eardrum, ossicles, cochlea and cochlear nerve, to record their findings.</p>	<p>They will investigate the most effective ways to muffle sound and identify scenarios when muffling sound is important to prevent hearing damage.</p>	<p>They will plan an investigation to learn how the volume of sound changes as they move away from a sound source and use a sound meter to measure the volume of sound.</p>	<p>They will identify low and high-pitched sounds and then follow instructions to investigate the different ways the pitch of a sound can be changed.</p>	<p>They will complete their learning by asking a scientific question about an aspect of sound that interests them before planning and carrying out an investigation to find the answer.</p>	

## Oliver and the Seawigs



This teaching sequence is approximately six weeks long spread out over 30 sessions. This exciting adventure story follows Oliver Crisp, a boy who longs for an ordinary life but is instead drawn into a thrilling journey to find his missing parents. The book provides an excellent model of storytelling, blending mystery, humour, and imaginative world-building. As well as offering opportunities to develop reading comprehension and inference skills, it serves as a rich stimulus for creative writing, including adventure narratives, character perspectives, and descriptive settings. There are plentiful opportunities for cross-curricular learning, encouraging exploration of geography, problem-solving, and themes of resilience and discovery, all of which enhance students' understanding of the story and enrich their writing.

### Topic

## INVASION

Your child will look at monasteries and the Anglo-Saxon legacy. They will consider how we know about life in this period and investigate the Sutton Hoo ship burial.

They will learn about Athelstan, an Anglo-Saxon king, and what happened after his death, before ending the project by learning about the Norman invasion of 1066.

<b>Art &amp; DT</b>	<b>WARP AND WEFT</b>		
	Children explore the history of weaving and its significance in different cultures, learning about famous weavers and textile artists. They examine various woven patterns and materials before experimenting with simple paper and fabric weaving techniques to develop their understanding of structure and design.	Children refine their weaving skills by selecting from a range of materials, such as wool, fabric, and recycled materials, to create more complex woven patterns. They explore how colour, texture, and function influence their designs, recording their progress in sketchbooks and evaluating their choices.	Children apply their skills to produce a final woven piece, using their knowledge of materials and techniques to create a functional or decorative product. They analyse and discuss their work using the language of art, craft, and design, reflecting on their progress and the creative choices they made.
<b>PSHE</b>	<b>HOW WILL WE GROW AND CHANGE?</b>		
	Children learn about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams.	They learn how puberty can affect emotions and feelings, and how personal hygiene routines change during puberty.	Then they learn how to ask for advice and support about growing and changing and puberty
<b>PE</b>	<b>HOCKEY</b>		
	In this hockey unit, children develop fundamental invasion game skills, focusing on movement, control, and teamwork. They begin by learning universal skills such as spatial awareness, agility, and coordination before progressing to dribbling, passing, and receiving techniques. As they build confidence, they explore attacking and defending strategies, understanding how to create and block scoring opportunities. The unit concludes with goalkeeping skills and small-sided games, where children apply their learning in competitive and cooperative gameplay, enhancing their decision-making and teamwork.		