# Year 4 – Curriculum Overview
# Spring Term 2 2025

**Music:**
To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
To learn how to play the violin.
Charanga Music: 'How Does Music Connect Us with Our Past?
Combining Elements to Make Music

**R.E. SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter** the children will identify and mark out the key concepts from the bible, explain how Mary would have been feeling throughout Holy Week, discuss and explain the meaning of salvation, suggest something that a Christian might say to explain why the Easter story is so important to them.

**Art: Power prints-How can we create different forms of printing?**
Draw using tone to create a 3D effect.
Explore proportion and tone when drawing.
Plan a composition for a mixed-media drawing.
Use shading techniques to create pattern and contrast.
Create a piece of work collaboratively to develop a drawing into print

**D&T: Electrical systems, simple circuits and switches**
Learn about electrical items and how they work.
Analyse and evaluate electrical products.
Design a product to fit a set of specific user needs.
Make and evaluate a torch

**Maths: Fractions**
The children will be learning to understand the whole, count beyond 1, partition a mixed number, use number lines with mixed numbers, compare and order mixed numbers, understand improper fractions, convert mixed numbers into improper fractions, convert improper fractions into mixed numbers, use equivalent fractions on a number line, equivalent fraction families, add two or more fractions, subtract two fractions, subtract from mixed numbers.
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Number Facts Homework;
This half term the children need to practice all of their times tables in preparation for the MTC check in June.

**History: Anglo- Saxons**
Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind?
How did the lives of Anglo-Saxons change after Ethelbert met Augustine?
How did converting to Christianity change the lives of people in Britain?
What does Sutton Hoo tell us about the Anglo-Saxon world?

**Geography:Why do so many people in the world live in megacities?**
What are megacities and where are they located?
Why did Baghdad become the first city in the world with one million people?
Why is Milton Keynes the United Kingdom's fastest-growing city?
Why is Brasília the fastest-growing city in Brazil?
How do the advantages of living in cities compare with the disadvantages?

**PE: Rugby with NUFC foundation coach**
**Swimming Lessons** The children will be learning to develop agility, teamwork and stamina.

**Science: States of Matter**
Children will be working scientifically to investigate and compare and group materials together, according to whether they are solids liquids or a gas, observe that some materials change state when they are heated and cooled, and measure or research the temperature at which this happens in degrees Celsius, ask relevant questions and use different types of scientific enquiries, comparative and fair tests to answer them, identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature and identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Computing: Programming Scratch**
The children will be create a simple script in Scratch, add or change a sprite and prevent it from rotating, use decomposition to identify key features and understand how to decipher actions that make the quiz game work, understand what a variable is and how to use the 'saye' and 'ask' blocks.

**PSHE: Relationships**
How to work collaboratively with others.
To describe good qualities in others.
To describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
Explain how different words can express the intensity of feelings.
To identify others can have different feelings in the same situation.
Strategies to deal with any incidents of bullying.

**French: French clothes** The children will be able to understand adjectival position and agreement for gender and number, express an opinion and describe an outfit using adjectives correctly.

**English: Literacy Tree 'The Baker by the sea'**
**Reading:** Develop positive attitudes to reading and understanding of what they read by: using inference, retrieval, sequencing and prediction as well as dictionaries to check the meaning of words that they have read. Furthermore, identify themes and conventions in a wide range of books to inspire a love of reading.
**Writing:** Use the story of 'to write stories as extended writing.
Draft and write by, organising paragraphs around a theme in narratives, creating settings,- characters and plot : focus settings, character and plot
Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
Proof-read for spelling and punctuation errors
**Handwriting:**
Increase the legibility, consistency and quality of their handwriting through the Nelson Handwriting program.