Year 4 Spring Term Curriculum – "Open a door and enter a world…"	
The Big Question: Where do we belong in our world?	
Theme Words:	Identity Sacrifice Forgiveness Courage Explore
Visitor/Visit	Visit to UCLan's Young Scientist Centre
Topic Linked Subjects	
English
Class Texts: The Lion, The Witch and The Wardrobe	• Please see Progression of Skills document
Geography
Topic: Iceland – The Land of Fire and Ice?	• locate the world's countries, using maps to focus on Europe (including Russia) and North and South America.
• locate Europe on a large scale map or globe
• describe and understand key aspects of:- physical Geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
• communicate geographical understanding and findings from fieldwork and research in a wider range of ways
• use a database to present findings
• find out about a locality using different sources of evidence
• identify and describe geographical features, processes and patterns
• describe similarities and differences between localities
• use empathy to suggest different ways in which a locality studied can be changed or improved
• use developing geographical vocabulary relating to physical and human process
• ask more searching how and why geographical questions as well as where and what
Science
Topic: Materials and Matter	• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
• compare and group materials together, according to whether they are solids, liquids or gases
• use knowledge of solids, liquids and gases to decide how mixtures might be separated, e.g. through filtering, sieving and evaporating
• know that some materials dissolve in liquid to form a solution and describe how to recover a substance from a solution
RE
Jesus, The Teacher and Jesus , The Saviour	• know that Mary and Joseph took Jesus to the Temple – reflect on what this means for us
• know that Jesus was born a Jew – reflect on how Mary and Joseph found Jesus in the Temple
• know about the Baptism of Jesus – reflect on what Jesus' baptism means for us
• know that Jesus called people to follow him – be aware that we are called to follow Jesus
• understand that Jesus travelled around teaching people– think about the Good News that Jesus teaches
• know some of the parables Jesus used to teach people – reflect on the meaning of the parables for us
• know that Jesus came to show us the way to live. (The Beatitudes) – think of ways in which we can be true followers of Jesus
• know that Jesus is truly God and, as man, truly human. – reflect on what this means for us

	• know about Jesus' entry into Jerusalem. - think about the importance of Holy Week for us • understand what happened on Holy Thursday- reflect on how we can show our love for Jesus • know what happened on Good Friday - reflect on the suffering of Jesus • begin to understand why Jesus died on the Cross - think about what this means for us • understand what happened on Easter Sunday - reflect on the importance for us of the resurrection of Jesus
	<center>**Discreet Subjects**</center>
Maths	• Please see Progression of Skills document
Art	• make marks and lines with a wide range of implements • experiment with different grades of pencil • draw different forms and shapes • begin to show an awareness of objects having a third dimension • apply tone in a drawing • achieve variations in tone by using different grades of pencil • apply pattern and texture in a drawing using a wide range of drawing implements • mix primary and secondary colours and use tints and shades • use pattern from different cultures as a starting point for designs (opportunity to use sketch books to collect ideas)
PSHE Being Responsible/ The Working World	• recognise ways in which the internet and social media can be used both positively and negatively • how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results • recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • have compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (Summer term – through Science as well) • recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' • recognising there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
Computing	Data Handling (Geography) • create my own online multiple choice questionnaire. • input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts • understand how data is collected Word processing / Typing (Geography) • combine digital images from different sources, objects, and text to make a final piece for a variety of tasks: posters, documents, eBooks, scripts, leaflets • confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text • use font sizes appropriately for audience and purpose. • use spell check and thesaurus including through Siri and other AI technology Animation (English – Lion Witch and Wardrobe scene) • take multiple animations of a character I have created and edit them together for a

	longer video. • *use software to create a 3D animated story* • *use line draw tool to create animations* Sound (Music/ Link to above English) • *edit sound effects for a purpose* • *create a simple four chord song following the correct rhythm* • *record a radio broadcast or audiobook*
PE Swimming and dance	• *swim between 25 and 50 metres unaided* • *swim using 3 different strokes on their front and back* • *swim with confidence on the surface and under water* • *perform safe self- rescue techniques in and around water* • *create dance phrases to communicate an idea* • *explore different dance actions e.g. travel, turn, jump, stillness, gesture* • *explore dynamic qualities of movement in a routine e.g. speed, energy, timing* • *explore use of space within a routine e.g. levels, directions and pathways* • *explore different relationships within a routine e.g. unison, canon and physical contact*
Music	• *play a simple melody on tuned percussion and more complex rhythms on untuned percussion* • *sing with expression, good diction and a growing sense of pitch* • *sing songs with more than one part (e.g. rounds / call and response songs)* • *compose and perform my own melodies using a given range of notes (e.g. pentatonic scales)* • *improvise simple patterns* • *start to compose using different structures (e.g. call and response / verse and chorus)* • *identify contrasting sections of a song, such as the verse and refrain* • *recognise different structures e.g. call and response / verse and chorus*
French	• *recognise the days of the week when spoken in sequence* • *understand most of the colours* • *understand numbers up to 20* • *respond to questions about likes and dislikes with a single word* • *recognise negative responses to a question when given a visual prompt*