

## English

**Reading** - Key text: *Alice in Wonderland*

### Developing pleasure and motivation to read.

Comprehension skills focusing on Y4 key skills/content domains in whole class reading, group reading and one to one reading sessions

**Speaking and Listening** - Take part in presentations or present different views on different questions or issues

**Writing Composition** - Writing for different purposes, developing stamina, editing and checking work throughout.

Revisit the features of a newspaper report. Look at examples. Explore what effective report writing looks like. Create the character of Alice's mother. Thinking about how she reacts to Alice going missing, Explore thoughts, feelings, body language. Interview her for a newspaper report on Alice's disappearance.

**Poetry:** Reading and performing the poetry of Lewis Carroll. Sharing and enjoying limericks, looking at the structure and features. Writing our own Limericks

**Shakespeare** - Excerpts of Macbeth

**Spelling and Grammar:** No Nonsense Spelling linked to the National Curriculum requirements for Year 4.

**Handwriting:** Children join and enhance the fluency and neatness of their writing. Emphasis on neat presentation and pride in all written work.

## Art

Developing creativity using a variety of materials within the following contexts:  
Develop painting technique using water colour and fine brushes. Developing out the ability to observe closely and paint in the style of an artist

Art projects developed from our reading of *Alice in Wonderland*. Creating aspects of *Wonderland* through clay, paint and collage

## Languages

To practice and extend our ability to hold a simple conversation in French  
Latin - basic vocabulary and traditional tales.

## Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Rules and the role they play in our lives as well as the role they play in the lives of religious communities. Similarities, differences and the purposes of rules in different communities.

The Easter Story.

Why do people pray?

## Design Technology

Cooking - learning basic cooking skills.

Look at how a recipe is put together and how it can be adapted.

Sewing - looking the many applications of stitching. Design and make a draw string bag. Evaluate the process, suggest improvements

## Music

Understand and explore notation and different rhythmic patterns that can be made with crotchets, quavers and semi quavers.

## Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity

Country Dancing Developing and building on the skills and dances learned in year 3. Developing maypole dancing skills.

Introduction to golf.

## Maths

### Spring block 2: Area

What is area?

Counting squares

Making shapes

Comparing area

### Spring block Three: Fractions

What is a fraction?

Equivalent fractions (1)

Equivalent fractions (2)

Fractions greater than 1

Count in fractions

Add 2 or more fractions

Subtract 2 fractions

Subtract from whole amounts

Calculate fractions of a quantity

Problem solving - calculate quantities

### Spring block four: Decimals

Recognise tenths and hundredths

Tenths as decimals

Tenths on a place value grid

Tenths on a number line

Divide 1-digit by 10 Divide 2-digits by 10

Hundredths

Hundredths as decimals

Hundredths on a place value grid

Divide 1 or 2-digits by 100

# Potions

## Curriculum Plan - spring 2, 2019

Super Start: Creating the corridor in *Alice in Wonderland*

Fantastic Finish:  
Making potions

## PSHE

Anti bullying - identifying when problems occur in school and planning strategies for how we can help each other.  
Kindness - what is it, why do we need it, how can we give and receive it..

## Computing

### Programming

Pupils develop their programming skills to create simple algorithms to control characters on screen.

Using and applying their programming skills to create an animation  
Recap on the importance of online safety and how to stay safe online.

Data handling

## Science

Broaden scientific understanding of the world through exploration, observation, research and testing in the topic area of teeth

Through working scientifically, children will use and develop their practical scientific methods, processes and skills:

Planning different types of scientific enquiries: taking measurements, using a range of scientific equipment with increasing accuracy.

Recording data and results, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries.

Plan simple investigations using what we know about solid liquids and liquids - thinking about what makes a fair test and begin to identify variables.

Plan and conduct investigations looking at changing states.

## British Values and SMSC

Developing an understanding of fundamental British values

**Spiritual:** developing our understanding of ourselves and engaging our heart as well as our mind in our learning and interactions with others. Developing self-awareness through mindfulness begun in year 3.

**Moral and social:** Increasing understanding of how our actions affect others and our responsibility towards others in school

**Cultural:** Community languages - exploring the languages that are spoken by families in our school.

**Democracy:** Increasing our understanding of how we can take part in the democratic process

## History

Develop chronological knowledge noting connections, contrasts and trends over time. Use historical terms, ask valid questions and construct informed responses.

Children will study an aspect or theme in British History that extends their chronological understanding beyond 1066 Place events, people and changes within a chronological framework.

- Make connections, draw contrasts and identify trends in different periods of history.
- Give reasons for and write explanations of past events using evidence to support.

Look at the Scientific development of 'potions' Looking at the discoveries of Key Scientists such as Louis Pasteur, Marie Curie, and Alexander Fleming