

## English

### *Chosen Texts*

- The Great Kapok Tree by Lynne Cherry
- Journey to the Centre of the Earth based on the story by Jules Verne
- Running Wild by Michael Morpurgo
- The Incredible Ecosystems of Planet Earth by Rachel Ignatofsky

We will begin with The Great Kapok Tree, using the rich rainforest setting to inspire vivid descriptive writing and purposeful persuasion: children will craft an atmospheric setting description and then write a persuasive letter linked to protecting the rainforest. We will then move on to Journey to the Centre of the Earth, where children will develop their non-fiction skills by producing a non-chronological report on biomes, drawing on geography knowledge and carefully organised headings, facts and technical vocabulary. Alongside this, our guided reading focus text will be Running Wild by Michael Morpurgo; whole-class guided reading will support children to discuss key themes, infer meaning, respond to questions and justify their ideas using evidence from the text. To further strengthen spelling and writing accuracy, weekly spellings will be sent home each Friday, followed by a spelling quiz to help embed patterns and build confidence with common exception words.

## Mathematics – White Rose Maths

Multiplication & Division

Length and Perimeter

Fractions

Decimals

Twice a week, we will use the Chromebooks to complete Multiplication checks on Sumdog. At home, you can access Sum Dog to practice and develop multiplication and division fluency.

On Fridays, we will have weekly times table quizzes to monitor our progress with learning our times tables.

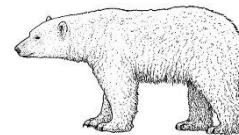
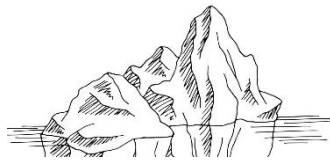
## PSHE – Heart Smart

This term our topic *Too Much Selfie isn't Healthy* is about working well with others, about being a good listener and understanding that life is more about *we* than *me*. Love without action isn't love, it's a thought. By contributing to the lives of others we find fulfilment for ourselves and learn that *Too Much Selfie isn't Healthy!*

We will consider the importance of permission-seeking and giving, in relationships with friends, peers and adults and learn what is unacceptable physical contact. We will learn that the principles of permission apply online as well as face-to-face. Lastly, we will explore the importance of personal hygiene.

# Boundless Biomes

Year 4 Spring Term



## Science

We will deepen our understanding of classification by using and creating keys to identify animals from different habitats, learning to ask yes/no questions based on observable features. Through careful scientific observations, we will explore which characteristics are most useful for grouping living things. We will also investigate how humans can change environments locally and globally, considering both positive and negative impacts on living things, and we will develop our understanding of food chains and what can happen when they are disrupted.

Next half term, we will explore the properties of solids, liquids and gases. Using practical investigations and secondary sources, we will learn about changes of state, including freezing and boiling points, and identify some common gases. We will investigate how liquids and gases expand when heated and learn about the water cycle.

## RE

This term we will learn about the key aspects of the Jewish faith. We will find out where Judaism originated, about special places linked to Judaism and about key festivals in Jewish life.

We will also learn about symbols in Judaism, the Jewish holy book and the main beliefs held by Jews. Our Christian Value this term is courage.

## Geography

This term we will investigate five main biomes found on planet Earth. A biome is a naturally occurring community of living organisms of a single major ecological region. Plants and animals will typically share characteristics that they have adapted to aid their survival in that region and habitat. We will look at closer detail at the main biomes; aquatic, desert, forest, grassland, rainforest and tundra. We will learn about the climate, soil type, animals and plants found in the main biomes.

Later in the term we will explore the water cycle and its continuous from oceans and lakes, to clouds, to rain, to rivers and back to oceans and lakes. We will investigate rivers and locate rivers both across the world and locally.

## Computing

This half term, we will explore the principles of simple animation, including key moments in the history of animation and early techniques used before computers, before using animation software to create our own short animations.

Next half term, we will learn how to design and build simple and more complex 3D models, creating a biome terrarium based on research and then refining it by adding detail and manipulating it using a range of tools.

## PE

In dance, we will create characters and tell stories through movement and gesture, working independently and in groups to communicate ideas, feelings and themes. We will build confidence in performance and practise giving and using feedback to improve.

In hockey, we will develop sending, receiving and dribbling skills to help keep possession, use simple attacking tactics and begin to defend and win the ball. We will progress from uneven to even-sided games, focusing on teamwork, fair play and using tactics to outwit opponents.

In body balance, we will develop mindfulness and body awareness through poses and techniques that build strength, flexibility and balance, supporting overall well-being.

Towards the end of term, we will learn to play rounders, practising different fielding roles and improving throwing, catching and batting skills.



## Art

We will be creating our own Fauvist-style rainforest and desert scenes, using bold colours, expressive marks and imaginative choices to capture atmosphere and mood rather than aiming for realistic detail.

We will explore how artists use colour, line, shape and texture to create impact, and we will experiment with different materials and techniques to develop our own style.

As part of this, we will study and compare a range of artworks by artists such as Henri Matisse and Jackson Pollock, identifying similarities and differences in the way they apply colour, movement and pattern.

We will use what we learn from these artists to plan, practise and refine our final pieces, making thoughtful decisions about composition and colour combinations.

## Design Technology

This term we will design and make our own stuffed toy based on a chosen animal. We will begin by looking at examples and discussing a prototype so we can adapt and improve our ideas, thinking carefully about shape, size and key features. We will investigate which materials are most suitable for the outside and the filling, and then create a clear template to use when making our toy. We will practise measuring and cutting fabric accurately, before assembling our pieces and using stuffing to create the correct form. Finally, we will learn how to join fabric securely by creating a neat seam, and we will evaluate our finished toy against the design to suggest improvements.



## Music

We will further develop our skills in reading, writing and playing notes, improving accuracy, timing and confidence as we practise. We will explore how an ensemble works by listening carefully, keeping a steady pulse and understanding the importance of different roles within a group performance. Using the notes A to C\*, we will compose short pieces of music, experimenting with simple patterns and rhythms and making choices about how our music should sound. We will also learn and apply key vocabulary, including sharp, neutral, flat, semibreve, minim and beat rest, using these terms to describe and improve our playing and composing.

## French

We will have opportunities during speaking and listening activities to identify letter strings, contractions and silent letters in familiar words and pronounce when modelled.

We will learn numbers 20-31 and the months of the year.

We will explore and find out more about the main festivals and celebrations in France.

## Spelling

This term we will learn further key spelling and the following key spelling rules:

- The /g/ sound spelt 'gu'
- Words with endings sounding like /tʃ/ spelt '-ture'
- Possessive apostrophe with plurals
- Homophones (scene/seen, mail/male, bawl/ball)
- Prefixes 'anti-' and 'inter-'
- Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'

