



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in all its fullness!'** John 10:10  
**'Achieving great things through learning and growing together in a love-filled Christian family'**

## Year 4 Spring 2 2025 Curriculum Overview

### English

#### Key Vocabulary

- Story with a fantasy setting (on The Firework Maker's Daughter) - vocabulary; context; effective; imagination; metaphors; similes; predictions; implied; generate; refine; modify; thoughts; feelings; actions; point; evidence; adverbials; precision; narrative
- Playscripts - The Firework Maker's Daughter - analyse; evaluate; language; structure; presentation; intonation; tone; volume; action; expression; audiences; emphasis; humour; atmosphere; suspense.
- Explanation text (on electrical circuits) -language; structure; presentation; explanation; evaluation; complex; conjunctions; cause; effect; technical language; text map; non-fiction bridge; boxing-up; text types.

#### Key Learning

- **Story with a fantasy setting (on The Firework Maker's Daughter)**

Pupils will: use prefixes to understand meanings e.g. in-, ir-; regularly listen to whole novels read aloud by the teacher; explore the meaning of key vocabulary within the context of the text; identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes; use dictionaries to check meanings of words in the texts that they read; make predictions based on information stated and implied; demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images; draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence; create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action; use commas after fronted adverbials; use inverted commas and other punctuation to indicate direct speech; use

nouns for precision, e.g. burglar rather than man; bungalow rather than house; explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth; read and analyse narrative; discuss and record ideas for planning e.g. storyboard, boxing-up text types to create a plan; organise paragraphs in narrative; link ideas within paragraphs e.g. fronted adverbials for when - In the distance, a lone wolf howled; generate and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, appropriate to text type.

- **Playscripts - The Firework Maker's Daughter**

Pupils will: listen to, read and discuss a range of plays; read plays at an age-appropriate interest level; analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning; prepare playscripts to read aloud, showing understanding through intonation, tone, volume and action; use punctuation to determine intonation and expression when reading aloud to a range of audiences; identify, select and use determiners including:

- demonstratives: this/that; these/those

- possessives: my/your

Pupils will: effectively use adverbs; develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense; discuss and propose changes to own and others' writing with partners and in small groups; improve writing in light of evaluation.

- **Explanation text (on electrical circuits)**

Pupils will: listen to, read and discuss a range of explanation texts; orally retell an explanation; analyse and evaluate texts looking at language, structure and presentation; analyse and evaluate how specific information is organised within an explanation text; explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show time - when, later, after, after that, before, meanwhile, first of all, following this, eventually, next (recap and extend from Y3 Key Learning); explore, identify and create complex sentences using a range of conjunctions e.g. subordinating conjunctions to show cause and effect - because, if, therefore, as a result, this causes, which causes, consequently; use commas to mark clauses in complex sentences; discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan; use paragraphs to organise writing in non-fiction text; link ideas across paragraphs; generate and select from vocabulary banks e.g. subordinating conjunctions to show time; subordinating conjunctions to show cause and effect; technical language appropriate to explanations.

## Maths

### Key Vocabulary

- Fractions - fraction; mixed number; improper fraction; equivalent fraction; numerator; denominator; intervals; consecutive; integer; fractional part
- Decimals - fraction decimal decimal Equivalent decimal tenths decimal hundredths decimal point round compare part whole model

### Key Learning

- **Fractions** - Pupils will: understand the whole; count beyond 1; partition a mixed number; complete number lines with mixed numbers; compare and order mixed numbers; understand improper fractions; convert improper fractions to mixed numbers; find equivalent fractions on a number line; create equivalent fraction families; add two or more fractions; add fractions and mixed numbers; subtract two fractions; subtract from whole amounts; subtract from mixed numbers.
- **Decimals** - Pupil will: recognise that tenths are made when dividing an object by 10 and hundredths are made when dividing an object by 100. They will learn to write these as both fractions ( $\frac{1}{10}$  and  $\frac{1}{100}$ ) and as decimals (0.1 and 0.01): recognise and write decimal equivalents of any number of tenths or hundredths (for example,  $\frac{3}{10}$  can be written as 0.3 or 0.56 can be written as  $\frac{56}{100}$ ); count up and down in tenths and hundredths: compare numbers with the same number of decimal places (for example, being able to say that 3.67 is a smaller number than 3.68); find the effect of dividing one- or two-digit numbers by 10 and 100, identifying the digits in the answer as ones, tenths and hundredths; round numbers with one decimal place to the nearest whole number (for example, 3.6 would round to 4); recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  (i.e. 0.25, 0.5 and 0.75)

## Religious Education (RE)

### Key Vocabulary

- Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane and Jerusalem.

### Key Learning

- **Easter - Betrayal and Trust** - Pupils will learn that: trust and forgiveness are key Christian values; the incidents of betrayal and trust in the Easter story are significant to the outcome; the events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God's salvation plan; Christians believe that they can trust Jesus. Pupils will be taught to: identify and explain the significance of the incidents of betrayal and trust in the Easter story; ask good questions about people's values and commitments; use religious vocabulary to make links between Christian beliefs and the stories of Lent, Holy Week and Easter; use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity; describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.

## Science

### Key Vocabulary

- Electricity, battery, circuit, voltage, current, bulb, conductor, insulator, switch, control, wind turbines, hydropower

### Key Learning

- **Electricity** - Pupils will learn how to: identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Pupils will also learn how to: identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; and finally, recognise some common conductors and insulators, and associate metals with being good conductors.

## History

### Key Vocabulary

- Angles; Britons; convert; empire; inference; invasion; Kingdom; missionary; paganism; Pope; Romans; Saxons; settlement; settlers.

### Key Learning -

- How hard was it to invade and settle in Britain? - Pupils will: understand why the Anglo- Saxons invaded Britain; identify the features of Anglo- Saxon settlements and how they changed from prehistoric times; make inferences about who was buried at Sutton Hoo and Anglo-Saxon life; understand how Anglo- Saxons converted to Christianity; create an interpretation of Alfred the Great; understand how Anglo- Saxon rule ended.

## Design and Technology

### Key Vocabulary

- Electrical Systems - Making Torches - battery; bulb; buzzer; conductor; circuit; circuit; diagram; electricity; insulator; series; circuit; switch; component; design; design; criteria; diagram

### Key Learning

- Electrical Systems - Making Torches - Pupils will: 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.

## Physical Education (PE)

### Key Vocabulary

- **Invasion games- Hockey** - Attacking,Receive, Shield, Dribble, Hands, Feet, ControlDodge/Evade, Turn, Deceive, Feint, Dummy, Pass, Move, Find space, Defending, Protect space, Close down, Quickly
- **Outdoor Adventurous Activities** - Orienteering - orientate; map; shape; symbol; key; course; scale; compass; bearings.

### Key Learning -

- **Invasion games-Hockey** -Pupils will: show how to pass a ball to a teammate using a hockey stick, demonstrate dribbling and passing a ball using a hockey stick, and demonstrate shooting a ball at a goal. select attacking tactics when playing

a hockey type game, demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game, select attacking tactics when playing a game, to apply simple attacking and defending tactics when playing a hockey type game, to play a role in a competitive modified game, to select attacking tactics when playing a game

- **Outdoor Adventurous Activities - Orienteering** --Pupils will: Orientate the map; Use shape and symbols; Understand that maps have Keys; Experience a range of orienteering course; Understand that maps have scales.; Understand the use of the compass; How to set and walk on bearings and experience a range of orienteering courses

## Personal, Social and Health Education (PSHE)

### Key Vocabulary

- **Rights and Respect** - Healthy: safe; difference; rights: respect: privacy: expenses: cost

### Key Learning

**Rights and Respect** - Who helps us stay healthy and safe?: It's your right: How do we make a difference? In the news!:  
Safety in numbers: Harold's expenses: Why pay taxes?

## Computing

### Key Vocabulary

- Fast Cutting, Camera angles, Long/Mid/Close-up Shot, Cutting, Editing, Splicing, Cue sheets, Fan Video, Pre Production, Post production

### Key Learning

- **Junior Jam - iCreate** - Pupils will learn basic and advanced editing techniques and video effects to produce a music video. Pupils will edit, cut and splice footage supplied to them in order to create their final video. Pupils will utilise search functions within the app iMovie to sift through stock videos and choose appropriate clips to match the audio.

## Music

### Key Vocabulary

- Clef, Stave, Crotchet, Minim, Semibreve, Treble, Bass, Compose, Tempo, Dynamics, Drone, Melody, Time Signature, Tempo

### Key Learning

- **Junior Jam - Keyboards** - Learn how to read music in the treble and bass clef, focusing on fingering and hand position, recognising notes on the keyboard and being able to play basic songs with two hands. Pupils will be able to recognize notes and gain confidence in performing basic songs with two hands or as a duo.

## French

### Key Vocabulary

- printemps, été, automne, hiver, 'Quel temps fait-il?', il fait froid, il fait chaud, il fait soleil, il y a du vent, il fait beau, il fait mauvais temps, il fait nuageux, il pleut, il neige, il y a de la tempête, il y a du brouillard, 'Quelle est la température?', 'C'est (moins)... degrés', noir, violet, blanc, marron, rose, bleu, vert, jaune, orange, rouge, gris, un manteau, une veste, une chemise, un t-shirt, un pantalon, un short, une robe, une jupe, un maillot de bain, un chapeau, des gants, une écharpe, une casquette, des sandales, des chaussures, des bottes, 'quand..., je porte...', 'Dans..., je porte...', 'Quels vêtements portes-tu?', 'Je porte..

### Key Learning

**Junior Jam - Likes & Dislikes** - Pupils will learn vocabulary for weather and different items of clothing: build written sentences and present on what clothing is appropriate for what: weather/season/temperature: play a range of games and work through reading, writing, speaking, and listening tasks to consolidate their learning: introduced to a famous French poet and writer to appreciate poems and rhymes in the target language within the topic of this unit.

## Cultural Capital

- OAA Visit to The Anderton Centre
- History walks/experiences around our local area
- World Book Day
- RE - Easter artwork in the Rose Garden
- Linking Schools - Social Action
- Orienteering focused competition
- Cross Country at Witton Park

## Reminders and Homework



Homework in Year 4 will consist of reading at least three times per week at home, learning spellings and revising times tables. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to. (Children can sign their own reading records but parents/carers MUST also do so at least once per week (Thursday - Thursday))

Reading books can be changed when the children have completed their books and they will be reminded in class to complete the book change sheet on a daily basis.

Spellings will continue to be given out on a Friday. These can be revised by completing the spelling log at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc. If you misplace spellings, please see our class dojo page as these will be posted at the end of each new week.

Please also encourage your child to practise their times tables three or more times per week on Purple Mash through the 2Do's, where homework will be set. This will also be checked Thursday - Thursday. If your child struggles to access this at home, parents can message Mrs Araujo to request paper-based homework which will be given out on a weekly basis and needs to be handed back in by Thursday morning.

Our PE days for this half term will be on a Tuesday and a Thursday. All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery must not be worn in school either.