

Cleveland Road Primary School Curriculum Map –Year 4, Spring Term 2025

	Spring 1	Spring 2
TOPIC	<i>A Safe Place to Call Home</i>	
KEY TEXTS	<i>One Chance Dance</i> by Efua Traore	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles</i> 2, 8, 12, 13, 14, 28, 29, 30	This term, the children in year 4 will read ‘<i>One Chance Dance</i>’ by Efua Traore. It is a novel set in south west Nigeria about a boy called Jomi, who makes a journey from a small village, where he is being looked after by his aunty and uncle, to find his mother. She had left when he was little, to make a new life for them, in search of her “ori”. Jomi is concerned he hasn’t heard from her, and goes in search. On the way, he encounters and takes care of a bush baby, who has been forced out of its natural habitat as a result of local deforestation. The only hope for Jomi to find his mum is a TV dance competition that she loves. It raises important questions such as: <i>Do we forge our destiny, or is it predetermined? Is resilience a life skill? Is anything ever truly useless? What do you call home? Can you accomplish anything you put your mind to? Is it always possible to achieve your dreams? When should you give up on a dream? Can everything be fixed? Can you communicate without words? How do we live in harmony with the natural world?</i> In order to understand the thoughts and feelings of the characters, the children will have opportunities to write a wide range of texts, including: journaling, a persuasive letter, an informative website page, and an exciting narrative. Throughout the learning journey, the children will also explore and discuss various reading themes and key questions around the larger ideas within the text such as friendships and trust, poverty and the division between rich and poor, adult authority and the responsibility of care and our responsibility as humans to look after wildlife and our environment. It will also support the children to develop their ongoing understanding of the UNICEF Rights Respecting Schools initiative.	
MATHS <i>CRC Articles</i> 28, 29, 30	This term, the children will continue to develop their mathematical skills with a focus on addition, subtraction, multiplication and division, measures, geometry and fractions. There will also be the continuous focus on consolidating times tables and arithmetic skills.	
SCIENCE <i>CRC Articles</i> 3,12,13,17, 28, 32, 29, 30	Living Things and their Habitats During this unit, the children will be learning about how living things can be grouped together and how to use classification keys to help group, identify and name a variety of living things. They will develop their understanding of how environments can change and that this sometimes means that living things are put in danger.	Sound This half term, the children will learn how sounds are made, and show that some of them are linked to vibrations. They will investigate patterns between the volume of a sound and the strength of the vibrations that produced it. Through practical investigations, the children will explain how vibrations from sounds travel through a medium to the ear and find patterns between the pitch of a sound and the object. They will work scientifically to investigate how sounds get fainter as the distance from the sound source increases.

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COMPUTING CRC Articles 8, 12, 14, 16, 17, 28, 29, 30, 31, 36	Communication -Data Logging In this unit, the children will consider how and why data is collected over time. They will consider the senses that humans use to experience the environment and how computers can use special input devices, called sensors, to monitor the environment. The children will collect data, as well as access data captured over long periods of time. They will look at data points, data sets and logging intervals. The children will spend time using a computer to review and analyse data. They will pose questions and then use data loggers to collect the data needed to answer those questions.	Webpage Design The children will develop their web design skills by creating an engaging webpage about the African bush baby and its habitat. Using a combination of text, images, and multimedia elements, the children will focus on creating visually appealing layouts that capture attention and effectively present information. They will apply concepts like balanced composition, and visual consistency to design user-friendly pages. By integrating features such as headers, navigation menus, and call-to-action buttons, the children will ensure their webpages are not only informative but also accessible and interactive.
HISTORY CRC Articles 12, 13, 14, 17, 28, 29, 30	History will be taught in the Summer Term	
GEOGRAPHY CRC Articles 13, 28, 29	Comparison between the UK and Nigeria In this unit, the children will be making comparisons according to physical factors such as climate and vegetation, and human factors such as urbanisation, the economy and living conditions. They will explore how these factors interrelate, and the differences in the quality of life between developing and developed countries. They will make links to Science (<i>Animals and their Habitats</i>), and to English, with their novel this term, which is set in Lagos.	Settlement and Trade During this half term, the children will learn about different types of settlements and identify the differences between cities, towns, villages and hamlets. They will investigate why people choose to settle in particular locations. Additionally, they will learn about how land is used and why some areas are suited to farming in the UK. They will then bring all of their learning together by presenting the best place for a new settlement.
ART CRC Articles 14, 15, 17, 28, 29, 30		Batiking Inspired by our key text ' <i>One Chance Dance</i> ', the children will use the skill of batiking, to create a montage based around the subject of home. Each of the children will create a piece of a jigsaw that, together, will contribute to a final class project.
DT CRC Articles 14, 28, 29, 30, 31	Food Technology This term, the children will be designing, making and evaluating a traditional African dish. As part of their learning, they will have the opportunity to know some ways to prepare ingredients safely and hygienically, use some equipment and utensils and prepare and combine ingredients to make their final product. The children will develop their design by paying careful consideration to the appearance, taste and texture of their final product.	

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MUSIC CRC Articles 28, 29, 30, 31	Composition The children will create music inspired by African songs and rhythms, combining their djembe drumming skills with other percussive instruments, as well as developing vocal harmonies in order to write their own compositions.	Composition Year 4 will continue to develop their African drumming skills with weekly lessons, alongside their class teacher and a specialist-drumming teacher. They will learn how to play the Djembe drum and practise call and response and rhythm techniques, ready to perform to other year groups and parents at the end of the unit. They will create their own class piece inspired by their topic.
PE CRC Articles 14 ,28, 29	Outdoor PE - Handball This half term, the children will play handball and focus on developing the skills of co-ordination, passing and moving into space, as well as catching and shooting. Indoor PE - Gymnastics In this unit of work, the children will use their body to create a sequence of long movements, focusing on control and precision. Once refined, they will transfer these skills to gymnastic equipment and add elements of balance, and counter-balance, to their sequence with their partner.	Outdoor PE - Tennis The children will play tennis to learn and develop their skills of serving, forehand and backhand and the technique of handling the racket. Indoor PE - Dance The children will continue to develop and refine their skills in dance techniques such as cannon, unison and linking movements. Through the inspiration of African dance and rhythms, they will tell a narrative by refining their balance and strength skills. They will take part in an informal inter-class dance competition, as is mentioned in the key text <i>One Chance Dance</i>
RE CRC Articles 8, 12, 13, 14 ,28, 29,30	Judaism - What does it mean to be Jewish? In this unit, the children will have the opportunity to ask questions about Judaism and find out the answers for themselves. They will begin by thinking about Jewish identity, before looking at Jewish beliefs about God and the Torah. They will learn why the Torah is an important holy book to Jewish people and develop their understanding of how it is looked after and cared for. They will learn about important people and stories from within the Torah and how Jewish people use it to guide their daily lives.	Who should inspire us? This half term, the children will learn about inspirational religious figures from a range of different religions. They will identify the qualities they admire in their heroes and role models; explain why they admire them and how this may influence their own lives. They will reflect on how having a code for actions might help believers with difficult decisions. Additionally, they will describe the similarities and differences between the codes for living used by Christians and the followers of one other religion.

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PSHE CRC Articles 1,2,4,12,13,16	Dreams and Goals The children will think about their hopes and dreams and plan steps to help them achieve them. They will know what it means to be resilient and to have a positive attitude. The children will also know how to make a new plan and set new goals, even if they have been disappointed.	Healthy Me The children will learn how to make healthy choices, know how to be a good friend and enjoy healthy friendships. They will learn how to tap into their inner strength to know how to be assertive, keep calm and deal with difficult situations.
SPANISH CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	My Family and Me In this module, the children will be able to introduce their family, both orally and in writing, starting to use verbs conjugated in the present tense in different persons, and using a greater variety of vocabulary: - Opinions and reasons on family members (<i>cariñoso, antipático, estricto, etc</i>) - Making contrasts with pets using “pero” and “sin embargo”: “<i>Mi gato es pequeño. Sin embargo, mi perro es grande</i>” - Showing preference for the colour of pets using “prefiero” and “prefiere”: “<i>Prefiero un gato blanco pero Tina prefiere un gato negro</i>” - Describing personality: <i>Soy...Tímido/a, perezoso/a, trabajador/a, cariñoso/a, egoísta, generoso/a</i> - Writing an essay describing family following a model.	The Alphabet and Stationery During these lessons, the children will learn the alphabet. They will develop an accurate pronunciation and intonation of each letter individually, which will help them say and spell words in Spanish correctly. The children will learn the vocabulary of school stationery - starting with <i>the pencil case</i>, this lesson will continue reinforcing the learning of the singular and plural and masculine and feminine nouns. They will use the verb forms ‘tengo – I have’, ‘es – it is’ and implicitly encounter the negative forms of these.
Safeguarding CRC Articles 28, 29	The children will continue to learn about online safety and how to stay safe online. In their PSHE lessons, the children will develop their understanding of good mental health and well-being. Additionally, in P.E., they will learn that physical well-being is as important as mental well-being. They will develop their understanding of healthy eating through DT and, in Science, the children will develop their understanding of electrical safety in school and at home.	