

Cleveland Road Primary School Curriculum Map –Year 4, Spring Term 2023

	Spring 1	Spring 2
TOPIC	<i>A Safe Place to Call Home</i>	
KEY TEXTS	<i>The Boy at the Back of the Class</i> by Onjali Q Rauf <i>Journey</i> by Francesca Sanna	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles</i> <i>Articles: 2, 8, 12, 13, 14, 28, 29, 30.</i>	This term, Year 4 children will read <i>'The Boy at the Back of the Class'</i> by Onjali Q Rauf. It is an inspiring book about a boy called Ahmet, who has escaped from war and is seeking refuge. Children will discuss the challenges of Ahmet's journey as he settles in London through careful questioning, for example, <i>should we let refugees in the UK? Who decides? What rights should the refugees have? Are they the same as 'us' British? How should we treat our most vulnerable people? Whose responsibility is it to integrate and fund refugees? How do we make friends? What is friendship? Who are our trusted adults? Is it okay to break a promise? Are materialistic items always important? What is truly important to us?</i> In order to understand the thoughts and feelings of the characters, the children will have the opportunities to write a wide range of texts, including, persuasive letters, internal monologues, poems 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 stereotyping, trust, refugees, friendships and kindness. It will also help the children to develop their ongoing understanding of the UNICEF Rights Respecting Schools initiative.	
MATHS <i>CRC Articles</i> <i>28, 29, 30</i>	This term, the children will continue to develop 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> <i>Insert Numbers</i> <i>3,12,13,17, 28, 32, 29, 30</i>	Electricity This term, the children will be working scientifically to explore and develop their understanding of electricity and how it works. They will experience constructing and drawing simple series electrical circuits, which include cells, wires, bulbs, switches and buzzers. They will apply their understanding of circuits to predict whether a lamp will light in a simple series circuit and they will identify circuits in which the lamp is part of a complete loop with a battery. Additionally, the children will find out about materials that are conductors and insulators and carry out their own scientific investigations to test this fairly.	Sound In this topic, 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, 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 <i>CRC Articles</i> 8, 12, 14, 16, 17, 28, 29, 30, 31, 36	Communication -Data Logging In this unit, 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. 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. Towards the end of the unit, they will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	Communication The children will learn to use Comic Life on the I-pads and will create their own comic based on <i>'The Boy at the Back of the Class'</i>. They will learn about the features of comics, how to add titles, text, thought and speech bubbles, as well as how to incorporate their own drawings as part of the visual images.
HISTORY <i>CRC Articles</i> 12, 13, 14, 17, 28, 29, 30	British History - Anglo Saxons and Scots Children will look at where the Anglo Saxons lie on the history timeline and use a variety of resources to find out about aspects of life in the past. They will look at how the Anglo Saxons came about, where they came from and why they came to Britain; the significance of the Sutton Hoo; how and where the Anglo-Saxons settled in England, what impact they had on society and what evidence there is that they existed. They will look at one of the greatest kings from Anglo-Saxon times, Alfred the Great, and learn how he helped to defeat the Vikings and save England from Viking raids.	
GEOGRAPHY <i>CRC Articles</i> 13, 28, 29		Settlement and Trade In this unit, the children will learn about the 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. At the end this unit, they will bring all of their learning together by presenting the best place for a new settlement.

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ART <i>CRC Articles</i> 14, 15, 17, 28, 29, 30		Batiking Inspired by the key text <i>'The Boy at the Back of the Class'</i> , children will use the skill of batiking, to create a montage based around the subject of identity. Each of the children will create a piece of a jigsaw that, together, will contribute to a final class project.
DT <i>CRC Articles</i> 14, 28, 29, 30, 31	Food Technology This term, children will be designing, making and evaluating soup to sell as part of our fund-raising appeal for Refugee children. As part of their learning, children 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. Children will develop their design by paying careful consideration to the appearance, taste and texture of their final product.	
MUSIC <i>CRC Articles</i> 28, 29, 30, 31	Composition This term, children in Year 4 will be learning how to play the Djembe drums. They will be exploring rhythm in depth, from reading rhythm to playing it. They will learn to improvise and create their own rhythms. They will be learning songs such as <i>Old Joe Clark</i> , <i>Dance With Me</i> and <i>Bringing Us Together</i> . The children will be exploring the Disco and Folk genres.	Composition This term, 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 at the end of the unit. In Spring 2, Year 4 will focus on Composition. They will create their own class piece inspired by their topic.
PE <i>CRC Articles</i> 14, 28, 29	Outdoor PE - Handball This half term, 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, children will use their body to create a sequence of long movements, focusing on control and precision. Once refined, children will transfer these skills to gymnastic equipment and add elements of balance, and counter-balance, to their sequence with their partner.	Outdoor PE - Tennis Pupils 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 dance, they will tell a narrative by refining their balance and strength skills.

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RE <i>CRC Articles</i> 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, 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.
PSHE <i>CRC Articles</i> 1, 2, 4, 12, 13, 16	Dreams and Goals 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. Children will also know how to make a new plan and set new goals, even if they have been disappointed.	Healthy me 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 <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	My Family and Me In this module children will be able to introduce their family, both orally and in written language, 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 color 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> <i>Writing an essay describing family following a model.</i>	The Alphabet and the Stationary 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. Children will learn the vocabulary of school stationary - starting with <i>the pencil case</i>, this lesson will continue reinforcing the learning of the singular and plural and masculine and feminine nouns. Children will use the verb forms ‘tengo – I have’, ‘es – it is’ and implicitly encounter the negative forms of these.

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Safeguarding <i>CRC Articles 28, 29</i>	The children will continue to learn about online safety and how to stay safe online. In their PSHE lessons, children will develop their understanding of good mental health and well-being. Additionally, in P.E. children 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.	