

# Mortimer Primary School

## Curriculum Overview

### Year 4 ~ Spring Term

Happy New Year! Our Spring curriculum provides opportunities to challenge and engage pupils, fostering their love for learning across various subjects. Our aim is to really ignite the imaginations of all children through exciting topics.

This overview will give you a flavour of the term ahead.

|  |                      |                  |
|--|----------------------|------------------|
| <b>Class 4 FH</b>                                | <b>Class 4 AM</b>    | <b>Class 4VB</b> |
| <i>Mrs Herbert</i>                               | <i>Miss Marshall</i> | <i>Miss Bone</i> |
| <b>Teaching Support Staff</b>                    |                      |                  |
| Mr Howes, Mrs Hamill, Mrs Rutherford, Mrs Taylor |                      |                  |

| Subject        | Focus  | Key Knowledge and Skills   |
|----------------|--|--|
| <b>English</b> | <u>Reading</u><br>Viking Boy<br>Iron Man<br>The Warm and the Cold - Poetry | <ul style="list-style-type: none"> <li>I can explain in depth what I have read.</li> <li>I know what phrases and words capture the reader's interest and imagination.</li> <li>I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.</li> <li>I can use dictionaries to check the meaning of words that I have read.</li> <li>I can check that the text makes sense by discussing my understanding with others and explaining the meaning of words in context.</li> <li>I can ask questions to improve my understanding of a text.</li> <li>I can continue to build inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>I can predict what might happen from details stated and implied.</li> <li>I can summarise the main ideas in a text.</li> <li>I can read books that are structured in different ways and read for a range of purposes.</li> <li>I can prepare poems to read aloud and to perform.</li> <li>I can develop a positive attitude towards reading.</li> <li>I can participate in discussions about books that are read to me and those I can read for myself.</li> </ul> |
|                | <u>Writing</u>   | <ul style="list-style-type: none"> <li>I can understand and write a monologue from the perspective of another character.</li> <li>I can explore a range of poetry techniques such as erasure/blackout poetry and free-form poetry.</li> <li>I can recognise and apply the features of a tabloid newspaper.</li> <li>I can write a recount of a fictional first-person perspective.</li> <li>To explore the life and works of a well-known author through an author study.</li> <li>I can create settings, characters and plot through a narrative.</li> </ul>  |

|                |                                  |   |
|----------------|----------------------------------|---|
|                |                                  | <ul style="list-style-type: none"> <li>I can write effectively for a range of purposes and audiences, selecting appropriate language for the reader.</li> </ul>   |
|                | <u>Grammar &amp; Spelling</u>    | <ul style="list-style-type: none"> <li>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>I can use the present perfect form of verbs in contrast to the past tense.</li> <li>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>I can use conjunctions, adverbs and prepositions correctly.</li> <li>I can incorporate fronted adverbials into my writing tasks.</li> <li>I can use expanded noun phrases.</li> <li>I can use paragraphs to organise my writing.</li> <li>I can use inverted commas to indicate direct speech.</li> <li>I can use a range of prefixes and suffixes.</li> </ul> |
| <b>Maths</b>   | Multiplication tables            | <ul style="list-style-type: none"> <li>I can recite my 2,3,4,5,6 and 7 times tables</li> <li>I know most of the individual facts for these tables and the divisibility facts that belong to them.</li> </ul>  |
|                | Coordinates                      | <ul style="list-style-type: none"> <li>I can translate objects on a grid</li> <li>I know how to plot coordinates in the first quadrant.</li> </ul>  |
|                | Fractions                        | <ul style="list-style-type: none"> <li>I know that a whole can be made of equal sized parts and these parts are fractions of the whole.</li> <li>I can identify a whole and the fractions that make it up</li> </ul>  |
| <b>Science</b> | States of Matter                 | <ul style="list-style-type: none"> <li>I can explain how heating and cooling can change some objects</li> <li>I know that some materials can change from solid to liquid, to gas and back.</li> </ul>   |
|                | Living Things and their Habitats | <ul style="list-style-type: none"> <li>I can separate living things into groups, according to their features.</li> <li>I know that habitats can change and affect the living things in that habitat.</li> </ul>   |

| <b>Subject</b>                  | <b>Focus</b>   |
|---------------------------------|--|
| <b>Art &amp; Design</b>         | <ul style="list-style-type: none"> <li><i>Drawing: Powerprints</i></li> </ul>  |
| <b>Computing</b>                | <ul style="list-style-type: none"> <li><i>Term 1 - to create a professional-looking web page with useful information and a clear style, which is easy for the user to read and find information from.</i></li> <li><i>Term 2 - To change the HTML and CSS to alter the appearance of an object on the web. To understand and explore complex components of a webpage.</i></li> <li><i>Online Safety: Term 1 - to explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</i></li> <li><i>Online Safety: Term 2 - To explain that technology can be designed to act like or impersonate living things.</i></li> <li><i>Safer Internet Day - 6th Feb 2024.</i></li> </ul> |
| <b>Design Technology</b>        | <ul style="list-style-type: none"> <li><i>Mechanical Systems: Making a slingshot car</i></li> </ul>  |
| <b>Geography</b>                | <ul style="list-style-type: none"> <li><i>Europe - where is it? Explore the countries and cities.</i></li> </ul>   |
| <b>History</b>                  | <ul style="list-style-type: none"> <li><i>Vikings - Who were they? Where did they come from?</i></li> </ul>  |
| <b>Modern Foreign Languages</b> | <ul style="list-style-type: none"> <li><i>Term 1 - French weather and the water cycle</i></li> <li><i>Term 2 - French and the Eurovision Song Contest</i></li> </ul>   |

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|----------------------------|--|
| <b>Music</b>               | <ul style="list-style-type: none"> <li>• Term 1 - Changes in pitch, tempo and dynamics</li> <li>• Term 2 - Haiku, music and performance</li> </ul>   |
| <b>Physical Education</b>  | <ul style="list-style-type: none"> <li>• Term 1 - Indoor: Real Gym - Jumps and leaps<br/>Outdoor: Swimming/ Real PE - Ball skills</li> <li>• Term 2 - Indoor: Dance<br/>Outdoor: Real PE - reaction, response and balance</li> </ul> |
| <b>Religious Education</b> | <ul style="list-style-type: none"> <li>• What do Christians believe about Jesus?</li> <li>• Why is Easter an important festival for Christians?</li> </ul>   |

### Events, Visits and Visitors

- Pedestrian training
- Zoom meeting with Tony Bradman (author of Viking Boy) 5th February
  - Viking day (in school) 16th February
  - 4AM Class Assembly 16th February

### Year Group Key Information

|                          |  |
|--------------------------|--|
| <b>End of school</b>     | <b>3:25</b>  |
| <b>PE Day(s)</b>         | <ul style="list-style-type: none"> <li>• 4FH Tuesday swimming, Wednesday PE</li> <li>• 4AM Tuesday Swimming, Thursday PE</li> <li>• 4VB Tuesday PE, Friday PE</li> </ul> <p>(After half term, 4AM and 4FH will have outdoor PE sessions on Fridays instead of swimming).</p> |
| <b>Homework Out</b>      | Maths - Friday   |
| <b>Homework In</b>       | Maths - Friday   |
| <b>Spelling Test Day</b> | Friday   |

Thank you for your continued support. It is extremely appreciated!  
Please keep up to date via the school website and Facebook pages whilst ensuring we have your most up to date mobile numbers and email addresses.

Web: [www.mortimerprimary.co.uk](http://www.mortimerprimary.co.uk)  
Phone: 0191 455 4504  
Email: [office@mortimerprimary.co.uk](mailto:office@mortimerprimary.co.uk)

