

Year 4 Spring 1 Plan 2026

FOCUS: The Environment and the Normans

Literacy	Week 1	Week 2	Week3	Week 4	Week 5	Week 6
Class Novel: The Puffin Keeper	Poetry – The Sea, The Ocean’s Blanket Reciprocal reading on the poems Writing own poem using figurative language.	Narrative- The Puffin Keeper Reciprocal reading based on chapters 1-3. Plan and continue own story of the sea rescue		Reciprocal reading information texts on location identified in Geography Persuasive texts – identifying features/ organisation of information Persuasive writing – tourist pamphlet on visiting Normandy	Reciprocal reading – explanation texts Explanation text – linked to Science How the digestive system works	
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Figurative language- Similes and metaphors	Figurative language- Personification	Coordinating conjunctions	Subordinating clauses and conjunctions	Apostrophes for omission	Apostrophes for possession
Spelling	Homophones and near homophones	Homophones and near homophones	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefixes sub- and super-	Plural possessive apostrophes
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Multiplication and Division Factor pairs Written methods for TO X O HTO X O TO ÷ O inc remainders including word problems.		Decimals Decimal equivalents Rounding and comparing decimals Recognise tenths and hundredths Addition and subtraction of decimals	Fractions <u>Skills:</u> Equivalent fractions Fractions of quantities Fractions Addition and subtraction of fractions with the same denominator across 1 whole		Time Roman Numerals Read, write and convert 12 and 24 Convert hours to minutes, minutes to seconds, years to months, weeks to days Time problems

CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	C – I can partition a 2dp number L – 11x table I – I know half of 300, 500, 700, 900 C – I can combine 2 or more Tables Facts to solve division (with remainders) (2, 3, 4, 5x tables)	C – Count Along 1s / 2s / 5s / 25s L – 11x table. Revision of tables I – I can find the missing piece to 1000 C – I can subtract with 3 digit numbers	C – 10s / 20s / 50s / 250s L – Revision of tables I – I can complete a full Coin Card C – I can solve any 4d - 2d or 3d	C – 100s / 200s / 500s / 2500s L – Revision of tables I – I can add tenths C – I can solve any 4d + 2d / 3d	C – I can understand 1dp numbers L – Revision of tables I – I know half of 3, 5, 7, 9 as decimals C – I can solve any 2d x 1d	C – I can still count along for all of Count Fourways' challenges L – Revision of tables I – I can divide whole numbers by 10 or 100 giving decimal answers C – I can solve 2d ÷ 1d (using x2, 3, 4, 5) with no remainders in the answer

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Animals including humans (Teeth)	Identify the different types of teeth in humans and their simple functions.	Does an egg shell change when it is left in different liquids? (Observation over time enquiry) Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries.		What are the names for all the organs involved in the digestive system?		Describe the simple functions of the basic parts of the digestive system in humans.
History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Geography focus this half-term					
Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Recap where Europe is. <u>Skills:</u> Locate the world's countries, using maps to focus on Europe	Focus on France and where it is in Europe and locate France and Normandy. <u>Skills:</u> Locate the world's countries, using maps to focus on Europe	Over the next few weeks the chn will look at the similarities and differences of 3 different physical features that appear in both England and Normandy. -Mont Saint Michel and St Michael's Mount -d'Etretat and Durdle Door - River Tamar and River Orne <u>Skills:</u> Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European Country. Use world maps, atlases, globes and digital mapping to locate countries.			

Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Art Textiles - the Bayeux Tapestry	Examine part of the Bayeux tapestry and sketch. <u>Skills</u> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. -Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	To choose a favourite part of the Bayeux tapestry and sketch. (One small part) <u>Skills</u> - Annotate work in journal. -Question and make thoughtful observations about starting points and select ideas to use in their work.	Draw their favourite part of the Bayeux tapestry onto fabric. To learn different types of stitches for eg. running stitch, cross stitch etc. <u>-Skills</u> - Develop skills in stitching, cutting and joining. -Match the tool to the material.	The children are to sew their part of the Bayeux Tapestry. <u>Skills</u> - Develop skills in stitching, cutting and joining. -Match the tool to the material.		

Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Digital Citizenship	To understand how children protect themselves from online identity theft. (Links to PSHE) Use Spam purple mash <u>Skills:</u> -I can use technology safely and respectfully and responsibly -I can describe how others can find out information about me by looking online. - can explain ways that some of the information about me online could have been created, copied or shared by others. -I can give examples of how to be respectful to others online.		2 investigate Children are to look at gathering data and then inputting personal data into a data base. Looking at what could be seen as too personal and not safe. (Links to PSHE) <u>Skills:</u> -I can describe how others can find out information about me by looking online. -I can describe strategies for safe and fun experiences in a range of online social environments.		Screen-Time 2Investigate Database. Screen Time Study writing frame. The children are to understand the importance of balancing game and screen time with other parts of their lives. <u>Skills:</u> -I can explain how using technology can distract me from other things I might do or should be doing. -I can identify times or situations when I might need to limit the amount of time I use technology. -I can suggest strategies to help me limit this time.	

PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Dreams and Goals	My Happy Mind Celebrate	My Happy Mind Celebrate	My Happy Mind Showing respect and managing hurtful behaviour	My Happy Mind Appreciate	My Happy Mind Appreciate	My Happy Mind Appreciate
RE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
What do Hindus believe God is like?	How do many Hindus describe ultimate reality?	How might the idea of Brahman being in everything affect how you live? Investigate the idea of Brahman.	What can we find out about some Hindu deities?	How do many Hindus understand deities?	What can we learn about deities from Ganesh?	Recap the vocab: 'Hindu', 'Brahman', 'Deity', 'Namaste', Shiva', 'Aum', 'Atman', 'Lakshmi', 'Vishnu', 'Brahman'. Assessment sheet
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<u>Haiku, music and performance</u> <u>Skills :</u> Recognising, naming and explaining the effect of the interrelated dimensions of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary when discussing improvements to their own and others' work. - Composing a coherent piece of music in a given style with voices, bodies and instruments. - Beginning to improvise musically within a given style. - Developing melodies using rhythmic variation, transposition, inversion and looping. - Creating a piece of music with at least four different layers and a clear structure. - Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.					

PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Orienteering– 4F/H outdoor • <u>Skills –</u> • Work as part of a team • Show enthusiasm, determination and resilience • I have to communicate well and negotiate to solve problems in a group • Plan a route map • Know my compass points • How to navigate around an area following directions • Work together in a small group to solve problems • Identify areas of the school grounds using a map • How to orientate a map and find clues • Identify where a number of controls are situated around the school grounds via photographic clues Dance –4F/H indoor <u>Skills –</u> - Work creatively and imaginatively, independently and in pairs -Explore a variety of different movement patterns in time to the music - Find new ways of moving -be creative of how they move around -remember and repeat simple movement patterns - perform dances fluently and with control - choose some of the movements that they have already explored and use them to make their own movement patterns - link actions to simple dance routines - respond imaginatively and move to a range of different music and the changes in tempo - perform a range of basic movements - watch and understand what people are trying to put across in their dance and be able to discuss - create and perform fluent dance routines (5-6 elements)					