



Year Group: Four

Value Focus: Aspire

SPRING TERM 2 School Year 2025-2026

RRS: Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

British Values: Democracy and Individual liberty

	Week 7 23.02.2026	Week 8 02.03.2026	Week 9 09.03.2026	Week 10 16.03.2026	Week 11 23.03.2026
Whole School Events	T&L Review Days SEND Review	World Book Week SIP Questionnaires Data Deadline	Science Week Strategy Day Reports Deadline Pick and Mix	PPMs Reports go home 4 day week – Eid	Eid celebrations Janet – singing workshops Display Deadlines
Enrichment	Idea store- Monday	Brick Lane Bookshop visits Bow Arts – Year 5 and Year 6 KS2 Parasports	Bow Arts – Year 5 and Year 6 Sustainability Ambassadors & Y5 workshops Bank of England trips Year 6		Bank of England trip – Year 3
Class Read (Story time)	Canon of Literature books: whole class sets can be utilised for story time. T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List				
English Reading	Young, Gifted and Black (Block 13) Focus on the core text for summarising and to examine themes Focus on the information text, poem and narrative extract for retrieval Focus on the core text to explore authorial intent and give a personal response Focus on the newspaper report, diary entry and school report for inference		Young, Gifted and Black (Block 14) Focus on the core text for comparing and a personal response Focus on the advertisement, information text and job description for retrieval Focus on the core text for prediction and exploring authorial intent Focus on the two poems and diary entry for inference	Young, Gifted and Black (Block 15) Focus on the core text for summarising and exploring authorial intent Focus on the newspaper report, narrative dialogue and information text for retrieval Focus on the poetry extract for comparing and the core text for a personal response Focus on the opinion piece, information text and diary entry for inference	
Reading Outcomes	Know: To compare texts means to find similarities and differences between them The purpose of a text is the message an author wishes to convey		Know: Making comparisons means to find similarities and differences The difference between stated and implied information Be able to:	Know: The opinions of a writer can be inferred from the language they use Texts can have a range of purposes and audiences Be able to: Distinguish significant information in a text from supplementary details Can identify and describe contrasts in language and tone	

	Be able to: Select phrases from a text to prove or disprove a statement Select evidence from a range of texts to validate an inference		Select evidence from a text to justify an inference Make valid predictions based on stated or implied details		
English Writing	Explanatory texts Explicit teaching of the grammatical structures and text conventions required		Explanatory texts Structural understanding, planning and execution of extended outcome	Persuasive writing (adverts) Explicit teaching of the grammatical structures and text conventions required	Persuasive writing (adverts) Structural understanding, planning and execution of extended task and focused editing teaching
Writing Outcomes	Know The structure and tone of an explanatory text How conjunctions and adverbs can be used to express time and cause Be able to Sustain the present tense Use technical vocabulary in context Organise writing in paragraphs			Know: How superlatives are formed What a slogan is used for The purpose of a rhetorical question Presentational devices to use in an advert Be able to: Use appropriate presentation and language to write a persuasive advert	
VGPS	Introduce: Fronted adverbials including commas before fronted adverbials Possessive Pronouns Revisit: Direct speech including inverted commas Expanded noun phrases Determiners Consolidate: Verb Tenses Present perfect form of verbs Expressing time, place and cause using prepositions				
Spoken Language Expectations	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates				

	Gain and maintain the interest of the listener		
Maths	Number: Decimals Recognise and write decimal equivalents of any number of tenths or hundredths Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places Convert between different units of measure [for example, kilometre to metre] Power Maths Power Maths	Number: Decimals Compare numbers with the same number of decimal places up to two decimal places Round decimals with one decimal place to the nearest whole number Round the dice decimals Recognise and write decimal equivalents to $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Power Maths Power Maths NRich: Round the dice decimals	Geometry: Properties of Shape Identify acute and obtuse angles and compare and order angles up to two right angles by size Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Sorting logic blocks, What shape? Shapes on the playground, Nine-pin triangles, Cut it out, Quad match, Four triangles puzzle Identify lines of symmetry in 2-D shapes presented in different orientations Let us reflect, Stringy quads, Counters in the middle Complete a simple symmetric figure with respect to a specific line of symmetry School fair necklaces, Symmetry challenge, Reflector! Rotcelfer! Power Maths NRich: Sorting logic blocks, What shape? Shapes on the playground, Nine-pin triangles, Cut it out, Quad match, Four triangles puzzle, Let us reflect, Stringy quads, Counters in the middle, School fair necklaces, Symmetry challenge, Reflector! Rotcelfer! Books: The Shape of Things (Dayle Ann Dodds), A Triangle for Adaora

					(Ifeoma Onyefulu), Bear in a Square (Stella Blackstone), The Silly Story of Goldie Locks and the Three Triangles (Grace Maccarone), The Greedy Triangle (Marilyn Burns)
Maths vocabulary					
Maths Basic Skills	11	12	6-12	3-12	3-12
Science	Animals including humans - identify the different types of teeth in humans and their simple functions - describe the simple functions of the basic parts of the digestive system in humans - construct and interpret a variety of food chains, identifying producers, predators and prey				
	What teeth do humans have? What do the teeth do?	How does our mouth and teeth help digestion? What's the process called?	Can teeth tell us what animals eat?	What are the parts of the digestive system? What do they do?	How does digestion work? What's the process?
	Tier 2 Expel, compact, digestion, acid, stomach, intestines Tier 3 Incisor, canine, molar, enzyme, saliva, peristalsis				

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Foundation Subjects (Blocked)	PSHE Feelings and Emotions Baseline Topic During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of feelings and emotions. Jealousy recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good describe how we can support others who feel lonely, jealous, or upset recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people demonstrate a range of strategies to help control and manage unpleasant/uncomfortable	Geography <u>Longitude and Latitude</u> <u>Water Cycle</u> National Curriculum: Describe and understand key aspects of: physical geography, including the water cycle Cusp outcomes: What is the water cycle? How does the water cycle work? What affects the water cycle? National Curriculum: • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Cusp outcomes: What are lines of latitude? What are lines of longitude?	Science Week – See separate information. Focus on practical activities, enrichment opportunities and revisit previous learning using &iLearn to identify and address any curriculum gaps.	Continue Geography	RE L2.3 Why is Jesus inspiring to some people? Make connections between some of Jesus’ teachings and the way Christians live today. Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. L2.6 Why do some people think that life is a journey and that significant experiences mark this (including non-faith)? Suggest why some people see life as a journey and identify some of

	emotions, such as loneliness and jealousy	How do lines of latitude and longitude tell us what the location is like? How can you find exact locations around the world? What are time zones and how do they affect us? DESIRABLE How does day and night occur?			the key milestones on this journey. Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.
Vocabulary		infiltrate sequence reoccurring (recurring) pollution consequence permeate ground water precipitation condensation transpiration percolation evaporation			
Computing	(Junior Jam) iMedia – iCreate				
Music	(Junior Jam) Keyboards				
Spanish	(Junior Jam) Unit 4				
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 Teacher Share – KS1 and KS2 Voices Curriculum and resources - Singing				
P.E.	<u>Gymnastics</u>				

Russell – Y1, Y3, Y5 Leire – Y2	- Decide on ways to improve a piece of work using compositional elements and implement changes - Apply a broader range of more challenging skills executed with precision - Perform actions such as balance, body shapes and flight with control - Develop an increased range of body actions and shapes to use in longer, more complex sequences - Identify 'core muscles' and use them to improve quality of shapes and actions - Show smooth transitions and flow in sequences - Adapt actions and sequences to work with partners and small groups - At key points, compare their performances to previous ones				
	Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.				
PSHE Weekly Reflection (Scheme Blocked)	I have a dream – you've got to have a dream to have a dream come true	You have brains in your head and feet in your shoes	I am special – 10 fascinating facts about me.	Spring has sprung! Turning over a new leaf.	You're never too young to change the world
P4C Skills	Evaluate and develop critical thinking.				
P4C Enquiries	Resilience and growth mindset		Curriculum area		Gender, culture and diversity