



Year Group: Four

Value Focus: Enjoy

SPRING TERM 1 School Year 2025-2026

RRS: Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

British Values: Individual liberty and Mutual respect

	05/01/2026	12/01/2026	19/01/2026	26/01/2026	02/02/2026	09/02/2026
Whole School Events	Inset Day Establishing Week	Welcome Meetings/Books and Biscuits	After School Clubs and Job Centre starts IEP Meetings X Factor	E1 Moderations Budget closes	Attendance Focus Fortnight Children Mental Health Week HT Open Morning Number Day	Attendance Focus Fortnight Safer Internet Week and Buzz Day
Enrichment	Year 1 Teddy Bear Hospital Chess League Creative writing competition year 3-6 Creative Writing Competition : Prompts and ideas – Tower Hamlets Schools Library Services	Y3 Ideas Store trip Bow Arts – Reception	Bow Arts Years 1-4	Bow Arts Years 1-4 Janet – KS1 and LKS2	Y3 trip to NPG Cameron – Bank of England Chess League Janet – EYFS + UKS2	Y3 trip to NPG Whiffin – Bank of England Y3 Science Workshops Bow Arts Years 1-4 Year 5 Life Exhibition
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List					
English Reading	Varjak Paw Block 7 Focus on the core text for summarising and authorial intent Focus on the poem and information texts for retrieval	Varjak Paw Block 7 Focus on the core text for summarising and a personal response Focus on the interview, description and narrative extract for inference	Varjak Paw Block 8 Focus on the core text for summarising and authorial intent Focus on the opinion piece, information text and an imagined witness account for retrieval	Varjak Paw Block 8 Focus on the core text for comparing and authorial intent Focus on the review, the script and narrative extract for inference	Year 3-5 PiXL Assessments Varjak Paw Block 9 Focus on the core text for comparing and understanding themes Focus on the missing person report, description and information text for retrieval	Varjak Paw Block 9 Focus on the core text for summarising and personal response Focus on the narrative extract, poem and job advert for inference
Reading Outcomes	Know: The difference between fact and opinion		Know: A point of view is someone's opinion on a subject		Know: A strategy for answering multiple-choice questions	

	Atmosphere is the overall feeling, emotion or mood created in a narrative Be able to: Use vocabulary to decide whether something is fact or opinion Infer the meaning of unknown words from the context		A review is a text intended to inform the reader about a product or a service Be able to: Retrieve words and phrases that indicate the writer’s point of view Consider the effect of the choice of words or phrases used by the author to infer the intended meaning		A visual representation is an image, symbol or chart Be able to: Use a process of elimination to answer multiple-choice questions Retrieve key facts to create a visual representation	
English Writing	Third person adventure stories Explicit teaching of the grammatical structures and text conventions required	Third person adventure stories Structural understanding, planning and execution of extended task	Year 4 Comparative Judgements Third person adventure stories Execution of the extended task and focused editing teaching	Flexible week	First person diary entries (imaginative) Explicit teaching of the grammatical structures and text conventions required	First person diary entries (imaginative) Structural understanding, planning and execution of extended task and focused editing teaching
Writing Outcomes	Know The structure of a story Dialogue can convey character and develop the narrative A range of descriptive devices Be able to Plan a story with a simple plot Plan and construct dialogue as part of a narrative Balance descriptive devices to describe a setting				Know The difference between direct and reported speech Devices for informal tone Be able to Write in the past tense from the first person perspective. Use a range of sentence structures.	
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: Fractions Recognise and show, using diagrams, families of common equivalent fractions. Fractional wall, Fractional triangle, Bryony's triangle Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Andy's marbles, Fractions in a box, Chocolate Add and subtract fractions with the same denominator. NCETM Y3 Fractions Recap Power Maths , Power Maths NRich: Fractional wall, Fractional triangle, Bryony's triangle, Andy's marbles, Fractions in a box, Chocolate	Measurement: Area Find the area of rectilinear shapes by counting squares Torn shapes, Twice as big? Power Maths NRich: Torn shapes, Twice as big?	Number: Place Value (repeat) Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above

						and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
Maths vocabulary		Equivalent, decimal equivalent, denominator, numerator, tenth, hundredth, unit and non-unit fractions, multiple, factor			Rectilinear shapes, perimeter, area	Multiples, negative, thousand, decimal number, rounding
Maths Basic Skills	1. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 2. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers 3. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	1. Round any number to the nearest 10, 100 or 1000 2. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers 3. Recognise and show, using diagrams, families of common equivalent fractions	1. Estimate and use inverse operations to check answers to a calculation 2. Recognise and use factor pairs and commutativity in mental calculations. 3. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	1. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days 2. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten 3. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n	1. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 2. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. 3. Add and subtract fractions with the same denominator.	1. Solve simple measure and money problems involving fractions and decimals to two decimal places 2. Recall multiplication and division facts for multiplication tables up to 12 x 12 (6, 7, 9) 3. Find the area of rectilinear shapes by counting squares

				objects connected to m objects		
Times Tables focus	6-7	8	9	8-10	3-6	7-10
Science	<u>Animals including humans</u> - 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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			IEP Meetings X Factor		Children Mental Health Week HT Open Morning Number Day	Safer Internet Week and Buzz Day
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Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE		History The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Westminster Abbey National Curriculum: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Cusp outcomes: - What was life like for Vikings? - When did the Vikings attack Britain? - Where did the Vikings invade and settle? - DESIRABLE 4. Why were the Vikings so feared and successful? - DESIRABLE - When were the Vikings most powerful? - What peace was agreed between the Anglo-Saxons and Vikings? - DESIRABLE What happened to the Vikings in England? - Why did the Normans and Vikings both think they had the right to the throne of England?	DT Project on a Page Pneumatics 6 PNEUMATIC MONSTERS ACTIVITY KIT - A Science IT! Activity - Science2Life Prior learning Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers. Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue. Designing Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy.			PSHE Computer Safety Baseline Topic During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of computer safety Online bullying recognise the key values that are important in positive online relationships identify the feelings and emotions that may arise from online bullying develop coping strategies to use if we or someone we know is being bullied online identify how and who to ask for help

			Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Evaluating Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project.	
Vocabulary		Contested Exile Descendant Heir Plunder truce Decimated Incursion Ransack Severed Martyr marauding	series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device user, purpose, function, prototype, design criteria, innovative, appealing design brief	
Computing	Junior Jam			
Music	Junior Jam			
MFL - Spanish	Junior Jam			
Singing	https://www.singup.org/singing-schools/quick-sings			

	https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing					
P.E.	<u>Net/wall – Tennis</u> <u>Rounders – see cricket skills</u> • Choose ways to send the ball to make it difficult for opponent to return • Play the role of umpire to keep score • Explore shots on both sides of the body and attempt with confidence • Use a small range of racquet/hand skills • Use basic defensive tactics to defend the court i.e. moving to different positions on the court • Work with a partner / small groups to return a served ball/shuttle • Play competitively with others and against others in modified games					
	Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.					
PSHE Weekly Reflection (Scheme Blocked)	New Year's Resolutions	Be happy on purpose	Enjoy your learning	Thomas Buxton is a Bully Free Zone	Accentuate the positive, eliminate the negative.	Calm Down! Ways to keep your cool.
P4C Skills	Group and classify questions.					
P4C Enquiries	PSHE		Religion or spiritual education		Wellbeing	