

Year 4 - Spring 2 - 2025-2026

Literacy

During Spring 2, English learning is centred around Varjak Paw by S. F. Said, using the text as a rich stimulus for both narrative and non-fiction writing. Pupils begin by exploring first person narration, stepping into Varjak's perspective to recount his first journey beyond the wall, focusing on thoughts, feelings and descriptive detail to develop character voice and atmosphere.

They then transition to non-fiction writing by producing a newspaper report about the disappearance of local cats, learning to adopt a formal tone and apply the key features of journalistic writing, including headlines, facts and quotations. The unit concludes with instructional writing, where pupils create clear, sequenced instructions explaining how to follow the Way of Jalal, using imperative verbs and precise language. Across the half term, children build stamina and independence while applying grammar, vocabulary and organisational skills across a range of purposeful writing outcomes.

Maths

During Spring 2, pupils develop a secure understanding of fractions and decimals, building fluency, reasoning and confidence through a carefully sequenced approach. Learning begins by strengthening conceptual understanding of the whole and counting beyond one, before partitioning and representing mixed numbers using models and number lines. Children then compare and order mixed numbers and are introduced to improper fractions, learning to convert between mixed numbers and improper fractions with increasing independence. This knowledge is extended through exploring equivalent fractions, including identifying families of equivalent fractions and representing them on number lines. Pupils apply their understanding through calculating with fractions, adding and subtracting two or more fractions, combining fractions with mixed numbers and subtracting from whole amounts, mixed numbers and decimals. The unit then transitions to decimals, linking tenths and hundredths to fractions and place value. Children represent tenths and hundredths as both fractions and decimals using place value charts and number lines, before applying this knowledge to divide one- and two-digit numbers by 10 and 100. Throughout the half term, concrete resources, visual models and reasoning tasks support pupils in developing both conceptual understanding and procedural fluency.

Science - Living Things and Their Habitats

During this unit, pupils develop their understanding of how living things can be grouped and classified based on observable characteristics. Children begin by exploring ways to sort and categorise living things before learning about the key differences between vertebrates and invertebrates. They then apply this knowledge by using and creating simple classification keys to identify organisms. Pupils extend their learning by investigating how living things are suited to their habitats and how environments provide for their basic needs. The unit concludes by examining how human actions can positively and negatively affect plant and animal habitats, encouraging discussion around

RE - What is Holy Communion and how does it build a Christian Community?

During this unit, pupils explore the big question, What is Holy Communion and how does it build a Christian community? Children begin by learning about the events of the Last Supper, examining what Jesus said and did and how Christians remember this through worship today. They then develop their understanding of the symbolism of bread and wine, exploring why Christians share in the body and blood of Jesus and what these actions represent about sacrifice, remembrance and belonging. As the unit progresses, pupils consider how participating in Holy Communion influences a Christian's daily life, including values such as kindness, service, forgiveness and

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<p>responsibility and conservation. Throughout the sequence, children work scientifically through observing, grouping, identifying patterns and using evidence to support their ideas.</p>	<p>community. In the final week, children reflect on Jesus' legacy and the lasting impact of his teachings on believers around the world. Through discussion, reflection, storytelling and questioning, pupils develop religious literacy while deepening their understanding of faith, meaning and shared identity.</p>	
<p><u>Computing - Audio Production (2Cast)</u> During this unit, pupils are introduced to 2Cast on Purple Mash, where they learn how to create engaging audio content through planning, recording and editing their own audiobooks. Children begin by exploring the features of effective audiobooks, identifying how voice expression, pacing, sound effects and clarity help capture the listener's attention. They then work collaboratively to plan and script their own recordings before developing confidence in using microphones and recording tools to produce clear narration. As the unit progresses, pupils edit and refine their work, adding sound effects and making improvements to enhance quality and impact. Throughout the sequence, children develop teamwork, creativity and technical skills while learning how digital tools can be used to communicate ideas effectively.</p>	<p><u>French</u> During this unit, pupils develop their confidence in speaking, listening, reading and writing in French through the theme of celebrations and personal information. Children begin by learning about French traditions linked to carnival, exploring cultural similarities and differences while participating in related activities. They then focus on number vocabulary, practising saying and writing numbers to 16 and then to 20, before applying this knowledge in conversation by asking and answering questions such as "How old are you?". As the unit progresses, pupils build simple sentences to introduce themselves and take part in short dialogues using familiar questions and responses. The sequence concludes with learning seasonal Easter vocabulary, allowing children to extend their language knowledge in a meaningful context. Throughout the unit, songs, games and spoken practice support pronunciation and fluency, helping pupils grow in confidence as young language learners.</p>	<p><u>PE</u> This term, our indoor PE unit is Dance. Throughout the unit, children will explore a range of movement skills, including rhythm, coordination, and expression. They will work collaboratively to create and refine their own dances, which they will rehearse in preparation for a performance to showcase to parents.</p>
<p><u>PSHE - Healthy Me</u> During this unit, pupils explore how to</p>	<p><u>ART</u> During this unit, pupils explore how</p>	<p><u>History - Roman Britain</u> During this unit, pupils investigate the impact of the Roman invasion on Britain and how life</p>

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<p>make positive choices to support their physical health, emotional wellbeing and relationships with others. Children begin by considering friendships and group belonging, recognising how different friendship groups are formed, how they fit within them and how to manage feelings such as embarrassment, hurt or inadequacy. They then investigate group dynamics, identifying roles such as leader and follower and reflecting on how others influence their choices and behaviour. The unit also develops pupils' understanding of health and safety by learning the facts about smoking and alcohol, including their effects on the body, and exploring reasons why some people may feel pressured to try them. Through discussion and role play, children practise assertiveness skills to resist peer pressure and make safe, healthy decisions. As the unit progresses, pupils deepen their understanding of healthy friendships, recognising anxiety linked to pressure from others and identifying strategies to stay calm and confident. The sequence concludes with reflection on personal values, inner strength and self-belief, empowering pupils to act assertively and make choices that support their wellbeing and the wellbeing of others.</p>	<p>artists use light and dark to create depth, form and atmosphere in their work. Children begin by looking closely at paintings and sharing their ideas and interpretations, developing confidence in discussing colour and visual effects. They learn the difference between tints and shades and practise mixing colours by adding black or white paint, observing how colours change and how this reflects real-life experiences of light and shadow. Pupils apply these skills through sketching and arranging objects for still life compositions, making thoughtful decisions about layout and perspective. As the unit progresses, children use tints and shades to create the illusion of three dimensions, painting with increasing care and control. The sequence culminates in a final still life piece that demonstrates their understanding of colour, light and shadow, and their ability to create recognisable forms through painting and mixed media techniques.</p>	<p>changed under Roman rule. Learning begins with the Roman invasion of Britannia and the resistance led by figures such as Caratacus and Boudica, before exploring how the Romans established control and built towns and infrastructure. Pupils study the development of settlements such as Aquae Sulis and examine the purpose of Hadrian's Wall in protecting the frontier. The unit also highlights the diversity of Roman Britain, including the presence and contributions of Black Romans. Through analysing artefacts, sources and historical accounts, pupils develop chronological understanding, historical enquiry skills and an appreciation of how the Roman legacy continues to influence Britain today.</p>
<p><u>Geography - Coasts</u> During this unit, pupils explore the physical processes that shape coastal landscapes and develop an understanding of how coastlines change over time. Learning begins with coastal erosion and other key processes such as</p>	<p><u>Homework</u> Paper homework is sent home on a Friday every week and due every Thursday. It contains spellings, handwriting, english, timetables practice and</p>	<p><u>Trips</u> TBC</p>

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<p>transportation and deposition, before examining how these processes create distinctive landforms including cliffs, caves and beaches. Pupils then apply their knowledge through case studies of contrasting coastal regions, including the Jurassic Coast, coastal habitats in the Indian Ocean, and the coast of West Wales. Children consider both physical geography and human interaction with these environments, developing map skills, geographical vocabulary and an understanding of how coastal areas are used, protected and managed. Fieldwork, interpretation of maps and photographs, and enquiry-based tasks support pupils in making connections between processes and real-world locations.</p>	<p>humanities work.</p> <p>Online homework consists of timestable rock stars and my maths.</p>	
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