



<p><b>English- Narrative Dialogue and Fact File</b></p> <p>In Spring 1 half term, we are learning how to improve our writing by using past, past perfect, present and present perfect tense accurately. We are developing character descriptions by inferring about a boy and writing in first person, using nouns and pronouns clearly, to avoid repetition. We are practising diary openings, expanded noun phrases with commas, and describing settings using rich vocabulary. We are also learning to use time conjunctions, fronted adverbials and commas correctly, as well as choosing between formal and informal language. Finally, we are building confidence with direct and indirect speech, punctuating dialogue accurately, and writing conversations that bring characters and stories to life. We will do this by studying <i>The Catch and How to Be a Viking</i>, using them to write a narrative with dialogue and an informative fact file.</p>	<p><b>Maths- Multiplication, Division, Length, Perimeter</b></p> <p>In Spring 1 half term, we are focusing on multiplication and division alongside length and perimeter, following the White Rose Maths Year 4 scheme. We will deepen our understanding of multiplying and dividing by 10 and 100, explore factor pairs and practise efficient written methods, while also learning how to measure, calculate and compare length and perimeter accurately. Times tables practice remains paramount to our learning, and we will continue to use TTRS (Times Tables Rock Stars) regularly to build fluency, speed and confidence, which supports all areas of multiplication, division and problem solving.</p>	<p><b>Science- Introduction to sound</b></p> <p>In Spring 1 half term, we are starting our unit Introduction to Sound, where we explore how sound works as part of the Year 4 curriculum. We will learn that sounds are made when objects vibrate and that these vibrations travel through different materials to reach our ears. We will investigate louder and quieter sounds, understand pitch (high and low sounds) and explore how distance affects the volume of sound by planning and carrying out fair tests. We will also look at how sound travels through solids and how materials can insulate sound. Through practical activities, we will use scientific vocabulary and work scientifically to observe, measure and explain what we find out about sound and vibrations.</p>
<p><b>History- Were the Vikings Invaders or Settlers?</b></p> <p>In Spring 1, we will be exploring the question: "Were the Vikings invaders or settlers?" Pupils will explore where the Vikings came from and investigate why they chose to invade Britain, considering how easy or difficult Britain was to invade. We will examine the importance of Viking boats and seafaring to understand how far they travelled, research Norse gods and myths and learn about significant figures such as Leif Eriksson. Children will compare Viking society and social hierarchy, look at evidence from archaeology, grave goods and oral records, and consider how historical perspectives can change over time, including how warlike the Vikings really were. By comparing the Viking invasion with the Roman invasion and placing events on a timeline, pupils will use a range of sources to form and justify their own opinions on whether the Vikings were invaders, settlers, or both.</p>	<p style="text-align: center;"><u>Chambersbury Primary School</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p>Spring 1</p> <p>Year 4</p> </div>  </div>	<p><b>DT- Jewellery</b></p> <p>In DT this half term pupils will be making their own Viking inspired jewellery. They will explore different materials and how they are manipulated to create different types of jewellery. They will investigate different techniques such as sculpting with clay, threading, weaving, knotting and joining, while considering colour, texture and pattern to enhance their designs. Children will plan, make and evaluate their own jewellery pieces, developing creativity, fine motor skills and an understanding of how these techniques can be used for both functional and aesthetic purposes.</p>
<p><b>Music- Stop Rap</b></p> <p>In Spring 1, pupils will explore the Charanga unit "Stop!" (Year 4, Unit 3), themed around Grime and other musical styles. Children will take part in musical activities using glockenspiels and/or recorders, developing skills through warm up games that involve playing and copying back simple patterns using the notes C and D, with bronze, silver and gold challenges. Pupils will sing and rap in unison and in parts, compose their own rapped lyrics linked to themes such as bullying and experiment with improvisation and composition. The unit also includes listening to a range of musical styles, learning key musical vocabulary, reflecting on their learning and emotions and finishing with a performance and sharing opportunity, where pupils may add choreography and explain their learning journey.</p>	<p><b>PE- Dance and Gymnastics</b></p> <p>In Spring 1 half term, pupils will be exploring Dance and Gymnastics as part of the Get Set 4 PE scheme of work. In Dance, children will learn to create and perform movement sequences, express ideas and moods through their bodies, and develop timing, rhythm and choreography skills. In Gymnastics pupils will work on balancing, jumping, rolling and linking movements smoothly, refining control and body awareness as they practise different actions and sequences. These units support pupils to build physical confidence, creativity and coordination while progressing key National Curriculum skills.</p>	<p><b>PSHE- Safety and Behaviours</b></p> <p>In Spring 1 PSHE, pupils will develop their understanding of safety, feelings, relationships and responsibility. Children will explore what makes environments feel safe or unsafe and learn that rights come with responsibilities at home, school and in the wider community. They will identify and name physical and emotional feelings, understand how these are linked, and consider safe and unsafe choices and behaviours, including online safety and peer pressure. Through discussion and reflection, pupils will learn how to be a good and safe friend, recognise the impact of their actions on others, and develop coping strategies to help them think clearly, manage risks and respond appropriately to challenges such as bullying or unkind behaviour.</p>
<p><b>RE- Christianity, Sikhism and Hinduism</b></p> <p>In Spring 1, pupils will be learning about identity and belonging, exploring what it means to belong to different groups or a faith. Children will reflect on the groups they belong to and how belonging feels, recognising outward signs and symbols that represent membership. They will learn about Sikhism, including the Khanda symbol, the story and celebration of Baisakhi and the purpose and meaning of the Five Ks, working collaboratively to research and share ideas. Through listening to stories of key religious figures and exploring how symbols and actions are used in religion, pupils will develop understanding, empathy and respect for others, while building skills in discussion, reflection and group work.</p>	<p><b>Computing- Programming</b></p> <p>In Spring 1, we will be learning about programming, with a focus on repetition in shapes. Pupils will use text-based programming to explore count-controlled loops, learning how repetition can be used to efficiently draw and create a range of shapes. Through this work, children will develop their understanding of algorithms, pattern and precision, while building confidence in writing and debugging simple programs.</p>	<p><b>French- Speaking and Listening</b></p> <p>In Spring 1, pupils will develop their speaking and listening skills by learning to understand and use a range of familiar spoken phrases. They will practise basic language about themselves, their family and school, as well as topics such as holidays, shopping, sports, animals and the weather forecast. Children will respond to clear, simple information about areas such as the weather, siblings and pets, while improving their pronunciation of single letter sounds and developing an awareness of sound patterns. Through regular practice, pupils will build confidence so they can speak clearly and be easily understood.</p>