

CLASS 9/YEAR 4 - CURRICULUM INFORMATION SPRING 2026

Subject	Curriculum Content
English	<p>Stories set in an Imaginary World Vikings - How to Train your Dragon by Cressida Cowell.</p> <ul style="list-style-type: none"> - Group reading, drama and discussion - Use visual images to support understanding, imagination and interpretation - Develop planning, drafting and editing skills - Develop story structure and characterisation - Write settings and character descriptions - Create their own story <p>Opportunities to consolidate Spelling, Punctuation and Grammar knowledge through lessons and homework Comprehension through weekly homework Speaking and listening skills through presentations in front of the class Developing writing for an extended period of time through Big Writes.</p>
Maths	<p>Fractions</p> <ul style="list-style-type: none"> - Fractions of shapes and diagrams - Fractions of amounts - Comparing and finding equivalent fractions - Ordering fractions - Simplifying fractions - Adding and subtracting fractions <p>Number</p> <ul style="list-style-type: none"> - Factors and multiples - Negative numbers - Sequences <p>Calculations</p> <ul style="list-style-type: none"> - Percentages - Fractions, decimals, percentages <p>Measures</p> <ul style="list-style-type: none"> - Amounts of money - Money problems - Telling the time (convert 12/24-hour clocks) - Key vocabulary - Converting units of time - Time problems - Timetables - Metric unit conversion (weight, length, capacity) - Reading scales
Science	<p>Classification continued</p> <ul style="list-style-type: none"> - Grouping plants and animals - Keys - how to use keys to identify living things - Food chains - Impact of Environmental change on living things - <p>Forces</p>

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	<ul style="list-style-type: none"> - What is a force? - Gravity - Air resistance, water resistance, friction that act between moving surfaces <p>Electricity</p> <ul style="list-style-type: none"> - Electrical safety - Static and Current electricity - Mains and battery operated appliances/machines - Simple series circuits - Using a switch - Circuit diagrams - Make bulbs brighter/dimmer
Art	<p>Landscape</p> <ul style="list-style-type: none"> - Exploring line, shape, colour, scale. - Pen and ink drawing directional lines and/or brushstrokes. - David Hockney/Juan Gris/Van Gogh. - Creation of a painting investigating the textures and qualities of a landscape.
Humanities	<p>History</p> <p><u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> - Who settled in Britain after the Romans and what were their reasons for doing so? - To develop an understanding of archaeology and archaeological evidence. - What was discovered at Sutton Hoo and what can we learn from the objects. - Find out about writing in Anglo-Saxon times. - To learn about Alfred the Great. Why is he considered to be a great king? <p>Geography</p> <p><u>Rainforests of South America</u></p> <ul style="list-style-type: none"> - To learn where South America is on a world map and find out where Brazil is in relation to the UK. - To understand the importance of rainforests. - To know the layers of the rainforest - To learn about the people, animals and plants who live within the rainforest. - To consider how human activity can affect the rainforest.
French	<p>My hobbies and sports</p> <ul style="list-style-type: none"> - To learn sports and hobbies in French - To say whether I like '<i>j'aime</i>' or I don't like '<i>je n'aime pas</i>' different sports and hobbies - To learn simple connectives such as: <i>et</i>, <i>mais</i>, <i>pourtant</i>, <i>parce que</i> to extend sentences - To use '<i>cest</i>' + masculine adjective to give a simple opinion about my hobbies and sports <p>Family and pets</p> <ul style="list-style-type: none"> - To say who is in my family, including saying their name and their age - To use third person singular and plural to talk about family members - When describing my family in longer passages of written French, include what pets I have, describe them and give their name (<i>J'ai</i> + pet + colour with correct adjective agreement) - To use the negative expression to say I haven't got..<i>je n'ai pas de</i>'

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Engineering and Design	<p>Wind Measuring</p> <ul style="list-style-type: none"> - To make an instrument that will display how hard the wind is blowing against a scale - To continue to develop engineering skills for designing and building purposes. - To understand the need for accuracy of scales - To begin to understand the uses of wind
Music	<p>Spring 1 - Pop Ballad The children will be exploring the genre of popular music mixed with the emotions of a ballad. They will be basing their work around the song 'Mama Mia' by Abba, as well as many other artists' influences in this genre. The children will be using orchestral based classroom instruments to create an ensemble in groups and eventually the whole class.</p> <p>Spring 2 - Music Technology The children will be focussing heavily on music technology using Garageband on Ipads. They will be building upon the work started in the 8's and will be creating songs involving loops, inputting MIDI data and playing a variety of 'Smart Instruments.'</p>
CTS	<p>Spring 1 - Repetition in shapes</p> <ul style="list-style-type: none"> - Identify that accuracy in programming is important - Create a program in a text-based language - Explain what 'repeat' means - Modify a count-controlled loop to produce a given outcome - Decompose a task into small steps - Create a program that uses count-controlled loops to produce a given outcome <p>Spring 2 - Data and Information</p> <ul style="list-style-type: none"> - Explain that data gathered over time can be used to answer questions - Use a digital device to collect data automatically - Explain that data logger collects 'data points' from sensors over time - Recognise how a computer can help us analyse data - Identify the data needed to answer questions - Use data from sensors to answer questions
PE & Games	<p>PE - Spring 1: Basketball - Variety of passing skills. Increasing consistency of catching. Dribbling control. Static shooting and defence. Game play with basic rules.</p> <p>PE - Spring 2: Mini Tennis - Refine racket control. Placement of ground strokes with increased power. Singles and doubles game play. Scoring and rules of match play. Evaluating fitness - Developing ways to improve fitness. What is a healthy diet?</p> <p>Games – Girls: Netball - Passing, catching, footwork, goal shooting and positional play.</p> <p>Games – Boys: Football - Further skill development - dribbling, passing and controlling. Defending and attacking in pairs. Decision making when beating a defender.</p>

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PSHE	<p>Spring 1 Living in the wider world - One world This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. The children also learn about climate change and its effects, fair trading practices and organisations which help people like Chiwa. They will also learn about how to be a good global citizen.</p> <p>Spring 2 Relationships – Digital Wellbeing This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider what we use the Internet for and the benefits and risks of online activities. Children will learn about screen time and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger. Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos. Children will also learn about pressures and challenges that are often associated with social media.</p>
Religious Education	<p>Sikhism</p> <ul style="list-style-type: none"> - To know the founder of Sikhism is Guru Nanak. - To know the details of Guru Nanak's early life. - To know the details and significance of Guru Nanak's disappearance. - To know how Guru Nanak spread his teachings through his words and deeds. - To know one of Guru Nanak's devoted companions. - To understand how Guru Nanak's teaching continued after he died. - To know the nature and origins of the Khalsa. - To know the nature and importance of the Guru Granth Sahib. - To have knowledge of the main features of a Sikh place of worship. - To understand Sikh festivals.

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