



Year 4 Curriculum Leaflet Spring 2025



Elmgrove

Primary School and Nursery

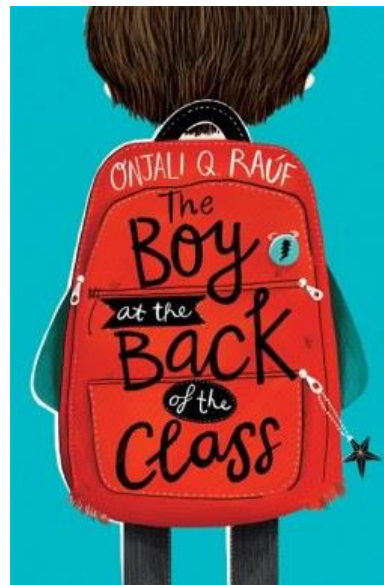
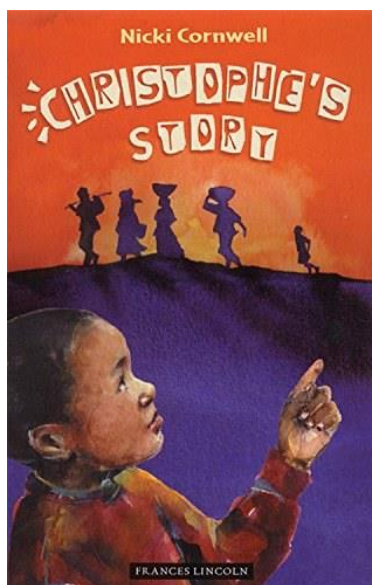
Inspiring and Nurturing Lifelong Learners



Welcome to Year 4 and to the new year.

We look forward to lots of fun and learning with your children this term.

English



Spring One: *The Spiderwick Chronicles* and *Christophe's Story* by Nicki Cornwell

Spring Two: *The Boy at the Back of the Class*

Spring one:

In **Spring One**, our journey will begin with the fascinating world of *The Spiderwick Chronicles*. This fantasy-mystery story follows three siblings who uncover an unexpected adventure in their new, mysterious home. Throughout this unit, we will focus on **reading comprehension skills**, where students will learn to analyze and understand key plot events, characters, and themes. We will also engage in discussions to encourage critical thinking and make connections with the text.

In our **writing** work, students will have the opportunity to craft a **set of instructions** that will include the correct use of possessive apostrophes. We will also create a **newspaper report** based on the events that unfold within the story, focusing on structuring factual writing and presenting it in an engaging and concise manner.

As the term progresses, we will shift to *Christophe's Story* by Nicki Cornwell. This touching book tells the journey of a young Rwandan refugee adjusting to his new life in the UK. Our students will explore the **themes of identity, belonging, and resilience** through class discussions and debates. This will provide a meaningful opportunity for students to express their views and develop persuasive language skills.

Alongside our Geography topic of 'Our local area: Harrow and London,' children will write both an explanation piece about Harrow and a persuasive piece about London. This will be supported by the reading of many non-fiction texts, particularly those about different places in the world.

Spring two:

In Spring 2, Year 4 will read *The Boy at the Back of the Class* by Onjali Q. Rauf, a poignant story about Ahmet, a young refugee who must navigate life in a new country after fleeing war and violence. Through Ahmet's journey, students will explore themes such as fear, hope, resilience, and the challenges refugees face. As we follow his journey, we will delve into

important themes such as fear, hope, resilience, and the challenges faced by refugees. We will begin by writing a diary entry from Christophe's perspective, reflecting on the emotions of being a refugee, and then move on to writing a persuasive letter to raise awareness of the refugee crisis. These activities will help develop students' empathy, reading comprehension, and persuasive writing skills.

How can I help my child?

Please read with your child daily (for 15-20 minutes) and ensure that you have conversations about what has been read. Oxford Reading Buddy is a great resource and all children should know their log in. Please ensure children read their books and answer all the questions as they go along. Children will also be taking home a new reading book weekly and have a chance to visit the school library every other week. They can also access the library during their break and lunch time play. Children should also be completing quizzes on Accelerated Reader as they complete independent reading. The children access this through our school website.

"Children who read books often gain higher results in Maths, vocabulary and spelling tests at age 16 than those who read less regularly." (<https://readingagency.org.uk/>)

Libraries in Harrow are open. Please click [here](#) to find your closest and sign your child up for a library card as soon as possible.

Maths



This term, our Maths focus will continue to develop the four operations (addition, subtraction, multiplication and division) and will expand to decimal and fractions numbers.

Please see below for a list of objectives covered:

Multiplication and Division

- To know all of the multiplication tables up to 12 x 12 - please test your child at home.
- Multiplying 3 1-digit numbers
- Investigating factors
- Multiplying multiples of 10 and 100
- Using a formal written method to multiply a 3-digit and 1-digit number
- Using a formal written method to divide a 3-digit and 1-digit number
- Solving multiplication and division problems in context

Measurement

- Revision of perimeter (from Year 3)
- Measuring the area of a shape
- Calculating the area of a shape
- Comparing area
- Solving area problems in context

Fractions:

- Counting in tenths
- Calculating equivalent fractions
- Adding and subtracting fractions
- Fractions of quantity
- Solving problems in context

Decimals:

- Recognise tenths and hundredths as decimals on a place value grid
- Divide 1 and 2-digit numbers by 10 and 100

How can I help my child?

Talk to your child about their Maths lessons and what they are learning.

Every week your child has homework set on [My Maths](#) which must be completed. Your child should know their log in details.

[Times Tables Rockstars](#) can be used for multiplication practice. Your child is familiar with this programme from Year 3.

Science



Spring 1: Sound



Spring 2: Living things and their habitats

Spring 1 Sound:

- How are sounds made and how do they travel?
- How can we change the volume or pitch of a sound?
- What happens to a sound as we travel further from the source?

Spring 2 Living things and their habitats:

- How can we group living things?
- How can we classify animals?
- What are vertebrate and invertebrate animals?

How can I help my child?

- Talk to your child.
- Does your child know how sounds all around us in the world are created? From music to television? How do we hear that noise?
- Does your child know that human beings are in a group of animals? Do they know the names for the other groups too?

Useful websites:

[BBC Sound](#)

[Oak Academy Sound](#)

[Oak Academy Animals Including Humans](#)

Places to visit:

[The Science Museum](#)

[The Wellcome Collection](#)

Geography



Spring 1: Our locality; Harrow and London



Spring 2: Eastern Europe

Spring 1 Our locality; Harrow and London:

This half term we will study our immediate local area and more broadly, the city of London. We will examine human features such as different ways land is used. The children will have the opportunity to be town planners and design their own ideal town using what they have learnt.

- What are the key features of a village, town and city?
- How can we find the same human and physical features on different maps?

- What are the amenities in Harrow and London and why would people want to live in or visit these places?

Spring 2 Eastern Europe:

At Elmgrove, we are so lucky to learn in such a diverse community, each of which is learned about or celebrated individually. This half term our Geography focus will be on the physical and human features of the Eastern European countries.

- What are the countries that make up Europe?
- What are the human and physical features of selected Eastern European countries?
- How are Eastern European cities the same or different when compared to London?
- What is the climate like in different Eastern European countries?

How can I help my child?

Talk to your child; what do they understand about their country of birth (if different to UK) or the place of birth of other family members? What was life like when you were their age? What did you eat? What games did you play? If you chose to move to London, why? Why have you chosen to live in Harrow, or near Elmgrove school?

Useful websites:

[Facts about London](#)

[More London](#)

[Facts about Eastern Europe and Flags](#)

Design Technology and Art



Spring 1: Cooking



Spring 2: Observation Drawing

Spring 1 Cooking

Healthy dinner anyone? Inspired by North African cooking, we will be making Jollof rice!

- What are the ingredients for Jollof rice, where in the world do they grow and when are they in season?
- How can I design my own Jollof rice recipe?
- How can we cook in a hygienic and safe way?
- Why is packaging important to sell my product?

Spring 2 Observational Drawing:

"He paints not what he sees, but what he feels" - Picasso

- How can we plan a drawing so proportion and tone are accurate?
- How can we manipulate different materials to create different types of marks?
- Why is it important to reflect on and evaluate our work?
- How can I speak confidently about my own drawings?

How can I help my child?

How often does your child draw, paint, use playdough or create paper structures at home? As well as being fun, design activities are a brilliant way to build problem-solving, resilience and fine-motor skills.

Useful websites:

[Tate kids art activities](#)

Places to visit:

Your own kitchen!

Your child should be able to safely:

- Make a cup of tea or simple hot drink
- Make a sandwich
- Pack their own lunch
- Put the microwave on for 1 minute
- Chop soft salad and fruit with a sharp knife
- Know the importance of cleaning surfaces and washing hands and how to do these properly

Computing

Throughout the school year there is a continued emphasis on e-safety.

Spring 1 Coding

- Children will have the opportunity to:
- Understand what the purpose of code is
- Understand some basic code using Espresso Coding software
- Be able to solve problems using coding

Spring 2 Microsoft PowerPoint

Children will have the opportunity to:

- Create, save, rename, open and print a document independently
- Copy, paste and embed images, text and weblinks
- Create documents which are clear for the audience when considering use of fonts and colour schemes

How can I help my child?

It is important that you fully understand what your child is accessing online. You should know which apps, games and sites they use and if they have password protected accounts you should know the details. We also advise that children to not use their devices 2 hours before bedtime as this can lead to an unsettled sleep.

French



Spring 1 and 2- In the classroom:

Children will have the opportunity to:

- To recognise, recall and spell the twelve nouns for common classroom objects, using the correct determiner.
- To ask someone what they have in their pencil case/rucksack.
- To say and write with improving accuracy what I have in my pencil case/rucksack, attempting to use the conjunction 'et' (and) to create longer sentences.
- To replace the determiner 'a' in front of a noun to the word for 'my' (possessive adjective).
- To use the negative more confidently to be able to say what I do not have in my pencil case/rucksack.

How can I help my child?

Useful websites:

[BBC Bitesize French](#)

Music



Spring 1 Glockenspiel sight reading:

Children will have the opportunity to:

- Learn how to use time signature
- Be introduced to the Treble and Bass clef
- Develop sight reading while playing along to simple songs
- Further developing knowledge and ability to understand Music notation

Spring 2 Exploring Melodies and Scales

Children will have the opportunity to:

- Understand intervals and explore the different moods created by each different interval
- Create melodies from intervals and notating them.

How can I help my child?

'Music is food for the soul'. Feed your child's soul by sharing music! Music can quickly change a child's mood for the better. Use music to relax to, to dance round the kitchen to, and to help them fall asleep after a long day at school.

At Elmgrove we have opportunities for children to learn various instruments including drums, violin and guitar. Please contact the office if you would like further details.

Religious Education



Spring 1 Sikhism, does it matter what we wear and why?

- To identify what special items Sikh people might wear and explain their significance
- To compare different special items of faith that believers wear
- To reflect on decisions, I make surrounding what I wear

Spring 2 Christianity, In what way is Jesus relevant today and in the future?

- To retell, reflect and give opinions on the teachings of Jesus
- To give reasons on the relevance of Jesus to Christians in today's world
- To explore my own faith and belief and what relevance it has in today's world

How can I help my child?

Talk to your child. At Elmgrove we teach children to be proud of their own faith and values as well as respecting the faiths of others. Speaking to your child to answer questions about their own faith and that of others will support them to understand their identity and their place in the world.

PSHE



Spring 1

Positive relationships

Children will have the opportunity to:

- identify the characteristics of a positive relationship.
- how to seek help to make and keep friendships.
- how to get on well with family.
- why we need a diverse community.

Spring 2

Money and Work

Children will have the opportunity to:

- Explore the role money plays in people's lives.
- Different people's attitudes towards money.
- Understand how people may be influenced to spend their money.
- Understand how money is used in the workplace.

Physical Education



PE kit can be worn on Monday (outdoor PE) and Tuesday (Swimming)

Tuesday: Thank you so much to those families who have made sure that their child is swimming every week and is ready with the correct kit.

Please note: If your child is well enough to be in school, then they are well enough to swim.

Just a reminder, children need to bring: a swimming hat, towel and a plastic bag for their wet things. Boys must swim in tight shorts and girls can wear a Lycra swimming costume with long or short sleeves and legs. No goggles please.

If you are able to **help to walk the children to and from the pool** we would really appreciate your help. Please speak to your class teacher.

If you are interested in swimming lessons for your child, please contact your local leisure centre. The details for Harrow can be found [here](#).

How can I help my child?

Physical activity is incredibly important at this time of a child's life. Developing good active habits now is vital.

If you need any help or support please do talk to your teacher, chat on class dojo or email the y4 team:

y4@elmgrove.harrow.sch.uk



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"	Student "B"	Student "C"
reads 20 minutes each day	reads 5 minutes each day	reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year

1,800,000 words



282,000 words



8,000 words

