



Thomas Bullock Church of England Primary Academy
 Curriculum Map 2025
 Year 4 (South America Class)
 Medium Term Plan - Spring 1



Spring 1	Week 1 (4-days)	Week 2	Week 3	Week 4	Week 5	Week 6
W/C	7.1.25 - 10.5.25	WB 13/1/25	WB 20/1/25	WB 27/1/25	WB 3/2/25	WB 10/2/25
Value						
Theme	The Rainforest					
Book focus	The Wonder Garden/ Vanishing rainforest					
English	<p>The Wonder Garden Non-Chronological report.</p> <p>Book hook- explore vocabulary to describe the rainforest, read some of the wonder garden. Share outcome.</p> <p>IMITATION</p> <p>Unpick model text of a different context, boxing up the structure.</p> <p>Unpick model text identifying new vocabulary- create a toolkit together.</p> <p>Short burst write/precise teach of subordination with correct comma placement.</p>	<p>The Wonder Garden Non-Chronological report.</p> <p>IMITATION</p> <p>Apply new vocabulary in precise expanded noun phrases and fronted adverbials in context short burst write focusing of 4 layers of the rainforest.</p> <p>Short burst write and explicit teaching of addition conjunctions, commas for lists with colon and sentence of three to describe an animal and where they live.</p> <p>Short burst write to describe the rainforest using varied pronouns, rhetorical question and apostrophes for possession.</p> <p>Research and recall facts to support paragraphs around a theme. X2</p>	<p>The Wonder Garden Non-Chronological report.</p> <p>INNOVATION</p> <p>Planning – Introduction What is a rainforest and why are they important? What are the four layers of the rainforest? Focus animal and where they live Conclusion impact on deforestation.</p> <p>Shared write drafting. Introduction What is a rainforest/why are they important? Four layers of the rainforest Focus animal and where they live.</p>	<p>The Wonder Garden Non-Chronological report.</p> <p>INNOVATION</p> <p>Shared write: conclusion on deforestation</p> <p>Proof read</p> <p>Edit and improve</p> <p>Publish x 2</p>	<p>The Wonder Garden Descriptive poetry</p> <p>BOOK HOOK- Read vanishing rainforest, create imagery using senses.</p> <p>UNPICK model text structure and vocabulary.</p> <p>SHORT BURST WRITE and precise teaching of personification and fronted adverbials of manner/place.</p> <p>SHORT burst write and precise teaching of powerful verbs/adverbs, using repetition and onomatopoeia.</p> <p>-Plan descriptive poem each paragraph based on senses – like a dream - Sight - Smell - Touch - Hear</p>	<p>The Wonder Garden Descriptive poetry</p> <p>Shared write poem drafting stage Day 1 sight and smell</p> <p>Day 2 hear and touch.</p> <p>Proof read</p> <p>Edit and improve</p> <p>Publish -Edit and publish -</p>
Grammar Focus	<ul style="list-style-type: none"> ➤ Expanded noun phrases. ➤ Varied pronouns. ➤ Fronted adverbials of manner including generalisers. (ly) 	<ul style="list-style-type: none"> ➤ Expanded noun phrases. ➤ Varied pronouns. ➤ Fronted adverbials of manner including generalisers. 	<ul style="list-style-type: none"> ➤ Expanded noun phrases. ➤ Varied pronouns. ➤ Fronted adverbials of manner including generalisers. 	<ul style="list-style-type: none"> ➤ Expanded noun phrases. ➤ Varied pronouns. ➤ Fronted adverbials of manner including generalisers. 	<ul style="list-style-type: none"> ➤ Expanded noun phrases ➤ Fronted adverbials of manner and place (ly/ing) ➤ Commas for 	<ul style="list-style-type: none"> ➤ Expanded noun phrases ➤ Fronted adverbials of manner and place (ly/ing) ➤ Commas for



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	<ul style="list-style-type: none"> ➤ Addition conjunctions. e.g. In addition.. ➤ Sentences of three. ➤ Subordinate clauses/ conjunctions (Multi-clause sentences) ➤ Rhetorical questions ➤ Use paragraphs to organise ideas around a theme. ➤ Commas for listing. ➤ Commas after fronted adverbials. ➤ Commas to mark subordination. ➤ Apostrophes for possession 	<p>(ly)</p> <ul style="list-style-type: none"> ➤ Addition conjunctions. e.g. In addition.. ➤ Sentences of three. ➤ Subordinate clauses/ conjunctions (Multi-clause sentences) ➤ Rhetorical questions ➤ Use paragraphs to organise ideas around a theme. ➤ Commas for listing. ➤ Commas after fronted adverbials. ➤ Commas to mark subordination. ➤ Apostrophes for possession 	<p>(ly)</p> <ul style="list-style-type: none"> ➤ Addition conjunctions. e.g. In addition.. ➤ Sentences of three. ➤ Subordinate clauses/ conjunctions (Multi-clause sentences) ➤ Rhetorical questions ➤ Use paragraphs to organise ideas around a theme. ➤ Commas for listing. ➤ Commas after fronted adverbials. ➤ Commas to mark subordination. ➤ Apostrophes for possession 	<p>(ly)</p> <ul style="list-style-type: none"> ➤ Addition conjunctions. e.g. In addition.. ➤ Sentences of three. ➤ Subordinate clauses/ conjunctions (Multi-clause sentences) ➤ Rhetorical questions ➤ Use paragraphs to organise ideas around a theme. ➤ Commas for listing. ➤ Commas after fronted adverbials. ➤ Commas to mark subordination. ➤ Apostrophes for possession 	<p>listing.</p> <ul style="list-style-type: none"> ➤ Commas after fronted adverbials. 	<p>listing.</p> <ul style="list-style-type: none"> ➤ Commas after fronted adverbials.
Spelling	Prefix of un	Prefix of il, im, ir	Prefix of dis-	C sound spelt que	G sound spelt gue	Homophones
Maths	Multiplication and division			Fractions		
	<ul style="list-style-type: none"> - Multiply by 100 -Divide by 10 -Divide by 100 -Related facts for multiplication and division -Informal written methods for multiplication and division -Multiply a 2-digit number by a 3-digit number. -Multiply a 3-digit number by a 1-digit number -Divide a 2-digit number by a 1-digit number -Divide a 3-digit number by a 1-digit number -Correspondence problems -Efficient multiplication - Time table practice 4 days – MTC. 			<ul style="list-style-type: none"> -Understand the whole -Count beyond 1 - Partition a mixed number - Number lines with mixed numbers - Compare and order mixed numbers - Understand improper fractions - Convert mixed numbers to improper fractions - Convert improper fractions to mixed numbers - Equivalent fractions on a number line - Equivalent fraction families - Add two or more fractions - Add fractions and mixed numbers - Subtract two fractions - Subtract two whole amounts - Subtract from mixed numbers 		



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Science	What is a living thing?	What is a habitat?	What are food chains and food webs?	What is a vertebrate?	What is an invertebrate?	What are classification keys?
Computing	Programming – Repetition in shapes Programming a screen turtle	Programming – Repetition in shapes Programming letters	Programming – Repetition in shapes Patterns and repeats	Programming – Repetition in shapes Using loops to create shapes	Programming – Repetition in shapes Breaking things down	Programming – Repetition in shapes Creating a programme
ART	Artist – William Morris. Explore the work of William Morris	Artist – William Morris. Practise the skills of printing	Artist – William Morris. Design a natural image for printing	Artist – William Morris. Create a printing block	Artist – William Morris. Print final piece	Artist – William Morris. Evaluate
Design Technology						
Geography	What are some of the key physical features of South America?	What are some of the key human features of South America?	What are tropical rainforests and where are they found?	What is it like inside a tropical rainforest?	Which animals call a tropical rainforest their home?	Do people live in the Amazon rainforest?
History						
Music	Music Hub	Music Hub	Music Hub	Music Hub	Music Hub	Music Hub
French	Les Legumes Name, recognise and remember up to 5 vegetables in French	Les Legumes Attempt to spell some of these nouns with their correct article/ determiner	Les Legumes Label vegetables and spell them correctly.	Les Legumes Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall	Les Legumes Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	Les Legumes Talk about many vegetables using plurals
P. E	Real PE/Gymnastics					
Religious Education	How do religious groups contribute to society and culture in the local area and beyond? To understand the concept of compassion in Christianity.	How do religious groups contribute to society and culture in the local area and beyond? To understand how Christians, help the poor in local, national and global contexts.	How do religious groups contribute to society and culture in the local area and beyond? To compare other religious groups' contribution to society to Christian faith.	How do religious groups contribute to society and culture in the local area and beyond? To design a concept of how Christians could show charitable acts in the local area and beyond.	How do religious groups contribute to society and culture in the local area and beyond? To understand how different religions contribute to the local area and beyond and how they have similarities and differences.	How do religious groups contribute to society and culture in the local area and beyond? Write up our understanding of how religious groups contribute towards society and beyond.
PSHE/RSE	What makes a community?	What makes a community?	How data is used and shared.	How data is used and shared.	My rights and responsibilities	My rights and responsibilities



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