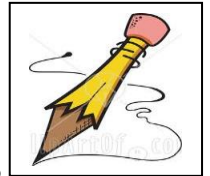


The Mayans & Making Connections

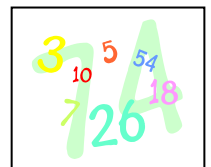
Curriculum Outline – Salisbury: Year 4 Spring Term 2026

The spring term will have two topic themes: **The Mayans & Making Connections**. Firstly, the focus will have a historical theme learning about a Non European Society uncovering the mysteries of the Mayan civilisation. Then, in term 4, the topic changes to a scientific one focusing on electricity and sound: this will enable the children to develop their scientific enquiry skills, make observations, predictions and conclusions.

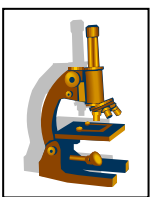
English: The class will start the term by writing a diary entry on the theme of their Christmas holiday. The children will look to include key features of the genre before writing their own recount. This will be followed by reading and analysing Michael Rosen's '**Chocolate Cake**' poem, before watching the poet perform it. They'll be challenged to use what they have learnt to then plan, write and perform their own chocolate-themed narrative poem. The children will go onto read '**Charlie and The Chocolate Factory**' by Roald Dahl to then focus on one part of the story. They'll develop their skills in writing a piece of narrative to then apply to a piece of independent writing linked to the original plot. Later in the term, the class will research and write a biography on a world renowned figure firstly exploring the life story of **Nikola Tesla** as the basis of learning the key features of writing a biographical piece of text. Throughout the term, the English lessons will be interspersed with grammar lessons.



Mathematics: During the term the class will continue to explore place value linked to the following areas of maths: Multiplication and division using written methods; • Statistics; • Fractions; • Time; • Decimals; • Measurement – Money. Each week the children will practise their times table knowledge through **TT Rock Stars** and challenge themselves to recall and complete all the questions set in the allotted time. The class will be focusing on the 6, 7 & 9 times table in addition to KIRFs (Key Instant Recall Facts) which will help embed knowledge and support the mental arithmetic tasks set during the year.

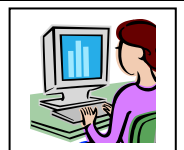


History: Term three's fascinating first topic takes a trip deep into the rainforests of Central America exploring Mayan ruins and from there embarking on a journey that will help the class uncover the life, society and civilisation of both ancient and modern Mayan people. The class will immerse themselves in this rich culture providing them with a detailed overview of this period in Mesoamerican history learning about the Mayan civilisation, where in the world they lived, what it is like there, and meet modern Maya who still live in the area plus, what their lives were like, how their society was organised, as well as investigating the evidence they left behind and uncovering some Mayan mysteries.



Science: In term four, the topic theme switches to science in which we will investigate electricity and sound. The class will learn: how circuits work; the differences between mains and battery-powered electricity; how to make a switch using knowledge of which materials are conductors, and which are insulators all of which will provide the class with many opportunities for investigations and experiments. During the unit on sound, the class will explore what sound is, how it is made and how the human ear works before having the chance to investigate how sound travels, how it can be blocked and how different pitches can be attained. The class will be able to apply this learning by designing and making a light box sign which will also utilise their design and technology skills.

Computing: During the course of the term, the class will extend their understanding and Knowledge of: **Information Technology** by creating simple and more complex animations using 2Animate software plus utilizing the 'Making Music' program, the class will explore harmony and build up musical scores. Focusing on **Computer Science**, the children will have the opportunity to use text-based coding language to control an on-screen object using a range of commands plus thinking about **Digital Literacy**, reinforcing the importance of being safe whilst online.



Art / Design Technology: In Art this term, we will be learning about the artist L.S Lowry examining and reviewing one of his famous paintings, “**The Fair at Daisy Nook**”. We will be studying the media of watercolours with the aim of recreating a Lowry style fairground painting using watercolours. The DT focus will be textiles. The children will be challenged to make their very own purses or wallets. They will explore different types of money containers and their features, and practise their sewing skills, before designing making and evaluating their own money containers for a particular purpose.



Physical Education (P.E): Our P.E days are **Monday and Thursday** with both sessions indoors in term 3. **Firstly**, the theme will be **Net & Wall** games focusing on key skills and tactics used in games such as Volleyball and Badminton with the aim of sending an object over a net or against a wall. Also, during term 3, the focus will be **Dance**, themed on electricity which links well to our science learning. In term 4, the focus revisits **Invasion Games** (Netball, Basketball & Handball) plus we'll be covering **Orienteering** which is a mix of running and map skills. Please ensure your child has suitable kit and footwear for each of these activities.



Religious Education (RE): Across the whole of the Spring term, the class' enquiry question is ‘How do people welcome new life into the world and how do people show their commitment to a religion?’ During the term the children in Year 4 will explore how Christians welcome new life to the church and the on-going journey of commitment alongside those in the world that follow the Islamic and Sikhi faiths and those who don't follow a particular faith such as Humanists. Through our investigation, the children's aim will be to have a greater understanding of different faith rituals and the symbolism behind these which resonates with our school vision of inclusivity and being positive participants of the world community.

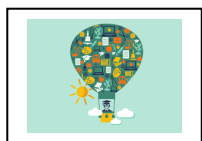
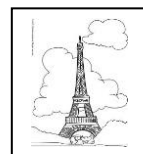


Music: In music we will be working on ‘**The doot doot song**’ which has a summery and relaxed swing feel. During the unit, pupils learn to sing and play the song, develop technical skills on tuned percussion, learn about chords, ‘doodle’ (improvise) with their voices and experience playing in a class band. This will be followed by a unit based on ‘**Fanfare for the Common Man.**’ This listening unit provides the foundation for investigating how unique music is in creating dramatic effect and atmosphere and is an excellent starting point for exploring the use of pitch, melody, texture, and timbre.

Personal Social & Health Education (JIGSAW): In the first half of the term, the theme is ‘**Dreams & Goals**’ in which the class will share some of their hopes and dreams and understand that sometimes hopes and dreams do not come true and that this can hurt. Moving forward the children learn to reflect on how to make a new plan, set new goals and consider the steps needed to achieve a goal. The theme changes to ‘**Healthy Me**’ in term 4. This theme looks at making healthy choices in terms of diet but also understanding the facts surrounding smoking and alcohol and the affects they have on our health.

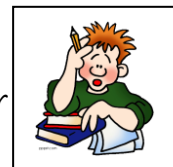


French: The topic theme this term is: ‘**La Famille**’. During the term the children will learn how to: tell somebody the members, names and various ages of either their own or a fictional family in French, continue to count in French enabling them to say the age of various family members. Plus, understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French and move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).



Knowledge Organiser: The children will be provided with a ‘**Knowledge Organiser**’ for each of the two science foci – **sound & electricity** in addition to one focused on the **The Mayans** topic. These knowledge organisers contain all the key learning and vocabulary the class will learn and need, to support their on-going learning. I suggest the children read through these during the course of the term to support their understanding and learning. They could be used as an alternative to reading a book, (and recorded as homework-signed by an adult) as this would promote reading for a purpose.

Homework: Homework will be provided to support the maths and English in class to ensure consolidation of knowledge plus regular, recorded, reading and times table practice will be included. Although reading homework will be set, we would always encourage children to read for minimum of 10 minutes per day outside of school, whether independently or to an adult. This can be their school reading book or a text of their choice (newspaper, age-appropriate magazines). In addition, a piece of research may be requested to support the topic theme. Homework will be provided on a weekly basis; handed out on a Thursday, to be completed by the following Tuesday. If you have any queries, please do not hesitate to contact me.



Social Media: To keep up to date with events both in school and the classroom, visit the school website and the class page where there are regular updates on the various activities and learning the children in Year 4 are experiencing. Alternatively, follow us on 'X' (Twitter).



Mr M Harrison

January 2026