



Year: 4 Term: Spring 2 2026

### Geography:



A region of the UK-  
South Wales



In this unit we will:

- \*Use maps to focus on the UK.
- \*Name and locate geographical regions, identifying physical characteristics' key topographical features and understand how some of these aspects have changed over time.
- \*Identify key topographical features including mountains, rivers, and land-use patterns; and understand how some of these aspects have changed over time.
- \*Use maps, atlases and computer mapping to locate and describe features studied.
- \*Describe and understand types of settlement, land use, economic activity.

By the end of this unit. The children will learn about the human and physical features of South Wales. They will produce a leaflet explaining how to climb mountains safely. They will also focus on the regeneration of the South Wales Coast and consider how it has changed.



### Maths

- \*Understanding and manipulating multiplicative relationships
- \*Coordinates

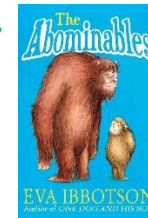
### Misty Mountain!

**Outcome:** We will produce a leaflet on South Wales, including information learnt about climbing the mountains there. They will also produce personification sentences based on mountains.

**Celebration:** Come and watch our Easter play. Dates TBC

### English

- \*Poetry. The children will read, write and perform free verse poetry using personification to describe an eerie setting.
- \*Entertain: Suspense writing using the text 'The Brockenspectre'. The children will re-write an extract of the story, changing an aspect, concentrating on building up suspense.
- \*Inform: Explanation using the text 'The Abominables'. The children will create a flowchart to explain 'how to catch a human' and add an explanation.
- \* Book Week/ World Book Day



### Science: Animals including humans



In this unit the children will:

- describe the simple functions of the digestive system in humans.
- identify different teeth in humans and name their functions.
- know how to keep my teeth healthy.
- identify and compare teeth of carnivores, herbivores and omnivores.
- construct and interpret a variety of food chains identifying producers, predators and prey by examining animal faeces (poo)
- identify animal habitats in the locality and observe what they eat.

By the end of the unit, the children will use their knowledge learnt to label the digestive system, describe what happens in each part of the digestive system and demonstrate the journey of food through the body. They will be able to identify three different types of teeth in their mouth, talk about what each is used for and make a dental record. They will also be able to identify teeth in animals and if they are carnivores, herbivores or omnivores.

### Art: Craft and Design: Fabric of nature

- To understand starting points in a design process.
- To explore techniques to develop imagery.
- To explore using a textile technique to develop patterns.
- To learn how to create a repeating pattern.
- To understand how art is made for different purposes.

By the end of this unit the children will have copied a repeating pattern onto fabric using glue batik.



### Spotlight artist:

William Morris

The children will recreate a William Morris piece based on nature.

### Discrete Subjects

**RE:** Branch 4- Desert to Garden

**CST:** Community and Participation

**RSE:** Module 1 Unit 4: Life cycles. Module 2 Unit 1:

Religious understanding

**Computing:** Writing for different audiences

**PE:** Football and Tag Rugby

**Spanish:** los colores and los numeros

**Music:** Easter play

