



Year: 4 Term: Spring 1 2026

### Geography:

A region in a European country- The Paris Basin

\*We are going to use maps, atlases, and computer mapping to locate Europe and The Paris Basin. \*We will describe and understand key physical aspects of The Paris Basin.

\* Investigate the key human aspects of The Paris Basin, including settlement, land use and economic activity.

\*Look at the river Seine and its significance.

\*Find out why tourists visit Paris and the benefits of this tourism.



By the end of this unit children will know where the Paris Basin is. They will also investigate the land use and what is manufactured in the Basin. They will look at the human aspects of the Basin and the effect tourism has on the Basin.

### Maths

3, 6, 9 times tables.  
7 times tables and patterns.

### Parisian Puzzle!

**Wow starter:** We are going to look at different writing techniques used to make writing interesting and clear in our heads.

**Outcome:** We will use everything we have learnt and write a short story set in Paris.

**Celebration:** We will publish our work and have it on display in our classroom. We will also share it with another class.



### English

\*Fundamentals- The children will recap full stops, capital letters, commas, word classes, expanded noun phrases and checking write makes sense to ensure writing meets age related expectations.

\*Poetry. The children will read and respond to poetry that describes places in Paris and then create their own Paris poetry using figurative language.

\*Entertain: Character and setting descriptions and Mystery Story. The children will create their own mystery/investigation story using the setting and structure from our text 'Libby and the Parisian Puzzle'

### Science: Living things and their habitats

- Recognise that environments can change and this can sometimes pose dangers to living things.
- Children identify that animals and plants can be classified in a number of possible ways including vertebrates and invertebrates, flowering and non-flowering plants.
- Children can ask yes/no characteristic questions to classify a small number of living things. Explore and use classification keys to help group.
- Can name living things in a range of habitats, giving key features that helped identify them.
- Can give examples of how an environment may change both naturally and due to human impact.

By the end of the unit, the children will take their knowledge and understand the different ways to classify animals.

### DT: Structure: Pavilions

- Investigate and create model frame structures to improve their stability.
- Apply this research to design a range of free-standing structures of different shapes and sizes.
- Select appropriate materials and construction techniques.

By the end of this unit the children will have created a pavilion that is strong, stable and aesthetically pleasing.

### DT week: Adapting a recipe

- Describe features of biscuits using taste, texture and appearance.
  - Follow a recipe with support.
  - Use a budget to plan a recipe.
  - Adapt a recipe using additional ingredients.
- The children will be researching existing biscuits to help them make and test their own biscuits, before evaluating them.



### Discrete Subjects

**RE:** Branch 3- Galilee to Jerusalem

**CST:** Solidarity and Peace

**RSE:** Unit 3: Emotional well-being. Unit 4: Life cycles.

**Computing:** Online Safety

**PE:** Gymnastics and Badminton

**Spanish:** las verduras (vegetables)

**Music:** The doot doot song