

Year 4 Curriculum Overview

AUTUMN TERM: ARTS AND HUMANITIES

ENGLISH

'The Hackney Martian' by Paul Brown (Science fiction); 'Frankenstein' by Mary Shelley (Gothic Horror)

Reading

Read words fluently and attempt to decode any unfamiliar words with speed and skill. Apply their knowledge of root words, prefixes and suffixes to read aloud fluently. Draw inferences from characters' feelings, thoughts and motives, supporting views with evidence. Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. Use dictionaries to check the meaning of words they have read. Discuss vocabulary used to capture readers' interest and imagination. Recognise and discuss some different forms of poetry. Prepare and perform poems and play scripts with appropriate techniques to show awareness of the audience. Identify themes and conventions in a range of books. Refer to authorial style and overall themes when discussing a text. Begin to recognise fact and opinion in non-fiction texts.

Writing

Increase the legibility, consistency and quality of their handwriting. Plan writing by examining writing similar to that which they are planning to write. Plan writing by discussing and recording ideas. Draft and write by composing sentences orally. Build a rich vocabulary and independently use an increasing range of sentence structures. Organise paragraphs around a theme. Create settings, characters and plot in narratives. Use simple organisational devices in non-narrative material. Use the initial letters of a word to check its spelling in a dictionary. Write from memory simple sentences that include words and punctuation taught so far. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud their own writing using appropriate intonation, tone and volume so that the meaning is clear.

Grammar and Punctuation

Understand the terminology 'noun', 'adjective', 'adverb', 'verb', 'preposition' and 'conjunction', and identify each of these. Explore the different types of nouns. Consolidate the correct use of punctuation, including: full stops, capital letters, exclamation marks and question marks. Know how to use statements, questions, exclamations and commands. Express time, place and cause using conjunctions. Identify a subordinate clause and recognise which conjunctions can be used to make a subordinate clause. Use the suffix -ly to turn adjectives into adverbs. Express time, place and cause using adverbs. Use Standard English forms for verb inflections and when choosing from 'I' or 'me'. Know the term 'adverbial' and be able to use fronted adverbials. Use a comma after a fronted adverbial. Make the correct choice of present or past tense and use it consistently in writing. Know the rules for changing singular nouns to plural. Use expanded noun phrases for description and specification. Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.

Spelling

Review Year 3 prefixes and suffixes. Words from the Year 3/4 word list. Missing letters and possessive apostrophes. Suffixes (vowel letters), -sion and -tion endings, -ssion endings. The -ation suffix, -cian endings.

ART AND DESIGN

Landscapes

Begin to make close observations, identifying the basic geometric and organic shapes within an object, and sketching lightly. Show awareness, through own drawing, of objects having a third dimension. Begin to use simple perspective in their work e.g. using a single focal point and horizon. Use a range of collage techniques such as tearing, overlapping, tessellating and layering to create images and represent textures. Fold and manipulate paper using a range of techniques such as pinching, scoring, quilling, curling, weaving and twisting to create desired effects. Join pieces using flaps or nets. Create original pieces that are influenced by studies of others. Comment on artworks using visual language.

MUSIC

Body and tuned percussion: Rainforests

Explore the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, create own rhythms of the rainforest, layer by layer.

Rock and roll

Learn about the significance of dancing within the evolution of music. Learn to play a walking bass line, which is characteristic of this genre of music.

SPANISH

Phonetics

Pronounce Spanish vowels correctly.

Presenting Myself

Count to 20 in Spanish. Say their name and age in Spanish. Tell you where they live in Spanish. Tell you if they are Spanish or English, developing concept of gender and agreement. Participate in longer role plays, state name, age, where they live, and ask how somebody is feeling and answer in return how they are feeling. Begin to understand adjectival agreement based on gender.

GEOGRAPHY

Why do some earthquakes cause more damage than others?

Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources. Observe and record the distribution of earthquakes in New Zealand over the past two hundred years. Identify, describe and explain the causes of earthquakes. Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world. Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction. Identify, describe and explain the causes of volcanoes. Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand. Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.

Why are jungles so wet and deserts so dry?

Observe and describe the pattern of climate in the UK. Identify, describe and begin to offer reasons for the distribution of different types of climate around the world. Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world. Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations judgements. Understand how climate affects both the landscape of different biomes and the plants and animals that can live there. Describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall. Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world. Identify, locate; describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savannah biome.



Year 4 Curriculum Overview

AUTUMN TERM: STEM

COMPUTING

Real or Fake?

Identify Fake News stories · Evaluate information presented to me to make informed choices about what is Fake News · Be critical in my analysis of data.

My Digital Life

Describe strategies for safe and fun experiences in a range of online social environments and know to be respectful to others online · Be aware that others can find information out about me by searching online · Use a search engine and be aware that not everything I read online is correct.

E-Safety: Photos

Understand that when a photo is uploaded to the internet it is there forever.

DESIGN AND TECHNOLOGY

Mechanical systems: Slingshot cars

Develop designs using the views of others to improve them · Use nets and tabs to design and make the car body · Measure, mark, cut and assemble accurately · Test products · Know component names (chassis, axle etc.) · Know that car body shape can impact speed. (Understand air resistance.)

SCIENCE

Physical processes: Forces and magnets

Explain how things move on different surfaces · Describe magnetic force and how magnets attract/repel each other · Identify and group materials that are magnetic and those that are not · Tell you about the poles of a magnet · Predict whether two magnets will attract or repel each other just by looking at which way the poles are facing.

Physical processes: Changing state

Group materials by state · Describe what happens to water as it is heated and cooled · Measure temperature in degrees Celsius · Tell you about the water cycle.

Working scientifically

Ask relevant questions · Use different types of experiments to answer questions · Set up a fair practical experiment · Make careful observations and take accurate measurements using thermometers and data loggers · Classify results and present the data · Record an experiment in a report using: tables; graphs; diagrams · Deliver an oral report on findings · Use the evidence from results to give a conclusion · Evaluate the experiment and suggest improvements.

MATHEMATICS

Number and Place Value: Numbers to 10 000

Count in hundreds and twenty-fives · Count in thousands · Count in thousands, hundreds, tens and ones · Use an understanding of place value to count · Understand place value in a 4 digit number · Compare and order 4 digit numbers · Make number patterns (100, 10, 1 more and less) · Make number patterns with 4 digit numbers · Count in sixes, sevens and nines · Round numbers to the nearest 1000 · Round numbers to the nearest 10, 100 and 1000 · Round numbers to estimate.

Calculations: Addition and Subtraction within 10 000

Find totals and sums · Add without renaming · Add with renaming (in the ones column) · Add with renaming (in tens and ones) · Add with renaming (in hundreds, tens and ones) · Add using mental strategies (making tens, hundreds and thousands) · Find the difference · Subtract without renaming (column subtraction) · Subtract with renaming (in tens and ones) · Subtract with renaming (in hundreds, tens, ones) · Subtract using mental strategies · Solve addition and subtraction word problems · Solve multi-step word problems.

Calculations: Multiplication and Division

Multiply by 6 · Multiply by 7 · Multiply by 9 · Multiply by 9 (using relational understanding) · Multiply by 11 · Multiply by 12 · Divide by 6 · Divide by 7 · Divide by 9 · Multiply and divide by 11 and 12 · Divide with remainders · Solve word problems involving multiplication and division · Solve multi-step problems (in the context of measures) · Solve problems involving multiplication and division · Solve problems involving multiplication and division that require multiple steps · Solve problems involving multiplication and division (scaling/comparison).

Calculations: Further Multiplication and Division

Multiply by 0 and 1 · Divide by 1 · Understand commutativity · Multiply three numbers · Multiply with multiples of 10.



Year 4 Curriculum Overview

AUTUMN TERM: PERSONAL DEVELOPMENT

RE

KEY THEMES:

Family

Belonging

Love

TOPICS:

People (Domestic Church)

Hinduism (Other Faiths)

Called (Baptism/Confirmation)

Judaism (Other Faiths)

Gift (Advent/Christmas)

STANDARDS:

Make links between a given source and: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; different roles of people in the local, national and universal Church; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Make links between: beliefs and sources, giving reasons for beliefs; beliefs and worship, giving reasons for actions and symbols; beliefs and life, giving reasons for actions and choices.

Use a range of religious vocabulary.

Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.

Make links to show how feelings and beliefs affect their behaviour and that of others.

Use a given source to support a point of view. Express a point of view.

PSHE/RSHE

Me and My Relationships

Describe 'good' and 'not so good' feelings and how feelings can affect our physical state. Explain how different words can express the intensity of feelings.

Recognise that there are times when they might need to say 'no' to a friend. Describe appropriate assertive strategies for saying 'no' to a friend.

Demonstrate strategies for working on a collaborative task. Define successful qualities of teamwork and collaboration.

Identify a wide range of feelings. Recognise that different people can have different feelings in the same situation. Explain how feelings can be linked to physical state.

Demonstrate a range of feelings through their facial expressions and body language. Recognise that their feelings might change towards someone or something once they have further information.

Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

Valuing Difference

Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.

Understand that they have the right to protect their personal body space. Recognise how others' non-verbal signals indicate how they feel when people are close to their body space. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Recognise that they have different types of relationships with people they know. Give examples of features of those different types of relationships, including how they influence what is shared.

List some of the ways that people are different to each other. Recognise potential consequences of aggressive behaviour. Suggest strategies for dealing with someone who is behaving aggressively.

Define the word respect and demonstrate ways of showing respect to others' differences.

Understand and identify stereotypes, including those promoted in the media.

PE

Dance: Copy and create actions in response to an idea and adapt this using changes of space. Choose actions which relate to the theme. Use actions, dynamics, spacing and timing to represent a state of matter. Remember and repeat actions and create dance ideas in response to a stimulus. Use action and reaction with a partner. Use choreographing ideas to change how actions are performed.

Basketball: Develop the attacking skill of dribbling. Use protective dribbling against an opponent. Develop the bounce and chest pass and begin to recognise when to use them. Develop tracking and defending an opponent. Develop the technique for the set shot.

Fitness: Develop an awareness of what the body is capable of. Develop speed and strength. Complete actions to develop co-ordination, agility, balance and stamina.

Handball: Begin to throw and catch while on the move. Learn how to move towards goal or away from a defender. Develop accuracy when shooting. Apply individual and team defending skills. Use a change of direction and speed to lose a defender and move into space. Maintain possession when in attack.



Year 4 Curriculum Overview

SPRING TERM: ARTS AND HUMANITIES

ENGLISH

'Winter's Child' by Angela McAllister (Fantasy); 'The Legend of Podkin One-Ear' by Kieran Larwood (Adventure)

Reading

Refer to authorial style and overall themes when discussing a text. Identify how language, structure and presentation contribute to meaning. Discuss vocabulary used to capture readers' interest and imagination. Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. Begin to recognise fact and opinion in non-fiction texts. Refer to the use of presentational devices. Draw inferences from characters' feelings, thoughts and motives, supporting their views with evidence from the text. Justify predictions from details stated and implied. Use appropriate language in formal presentations and debates.

Writing

Increase the legibility, consistency and quality of their handwriting. Plan writing by examining writing similar to that which they are planning to write. Plan writing by discussing and recording ideas. Draft and write by composing sentences orally. Build a rich vocabulary and independently use an increasing range of sentence structures. Organise paragraphs around a theme. Create settings, characters and plot in narratives. Use simple organisational devices in non-narrative material. Use the initial letters of a word to check its spelling in a dictionary. Write from memory simple sentences that include words and punctuation taught so far. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud their own writing using appropriate intonation, tone and volume so that the meaning is clear.

Grammar and Punctuation

Use the progressive form of verbs in the present and past tense to make actions in progress. Use commas to separate items in a list. Know the terminology 'pronoun' and 'possessive pronoun'. Use an appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition. Understand the terminology 'inverted commas', 'speech marks' and 'direct speech'. Use inverted commas to punctuate direct speech. Express time, place and cause using prepositions. Understand that apostrophes are used to mark where letters are missing in spelling (contraction). Use apostrophes to mark singular and plural possession in nouns. Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel. Know the term 'determiner' and the full range of determiners.

Spelling

Review Autumn term spellings. Words from the Year 3/4 word list. -ous endings. The /k/ sound spelled 'ch'. The /s/ sound spelled 'c'. -sure and -ture endings. Unstressed vowels.

ART AND DESIGN

Art from Ancient Civilisations

Make close observations, identifying the basic geometric and organic shapes within an object, and sketching lightly. Show light and dark in drawing by identifying shadows and highlights, and using shading techniques: blending, smudging. Identify, mix and use tertiary colours. Experiment with different paint effects and textures with increasing control. Work on some different scales using appropriate tools. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Comment on artworks using visual language. Draw inspiration from a small range of sources to produce own work.

MUSIC

Changes in pitch, dynamics and tempo: Rivers

Drawing upon understanding of repeating patterns in music, explore the concept of motifs and develop skills by adapting, transposing and performing motifs.

Haiku, music and performance: Hanami

Learn about the Japanese festival of Hanami which celebrates spring. Create sound effects and music to represent the falling cherry blossoms.

SPANISH

Family

Say the nouns in Spanish for members of the family using the correct article. Count to 100 and be able to say the age of various family members. Use different possessives for 'my'. Move from 1st person singular with 'he/she is called...'. Write a presentation based on their family. Talk about their family in Spanish clearly and with good pronunciation.

HISTORY

Who were the Anglo-Saxons and how do we know what was important to them?

Interpret sources to describe what occurred in AD 410 that contributed to the Romans abandoning Britain forever. Explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated; evaluate living in this way compared with occupying the existing towns. Identify a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan. Explain why Britain converted to Christianity following the visit of Augustine. Recognise and describe some of the changes that occurred to buildings and ways of life in Britain as a result of the country's conversion to Christianity. Describe the artefacts that were discovered at Sutton Hoo, explain why they are so important to historians and reach a judgment as to how the burial would have been carried out. Make a judgment about the origin of Anglo-Saxon place names in their own area or region of England.

What did the Vikings want and how did Alfred help to stop them getting it?

Describe the reasons for the attack on Lindisfarne in AD 793 by 'the Vikings'. Describe why 'Vikings' is not in fact, the correct name for these attackers and explain who they really were. Empathise with the likely feelings of the people of Northumbria and the judgments they might have made as news of the attack spread. Identify and describe the design features of a longship. Interpret a range of evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times. Describe the distribution of those areas of Britain settled by Viking Norsemen. Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons. Explain the difference between historical evidence and myth, folklore and legend. Evaluate evidence relating to the achievements of King Alfred the Great, reaching a judgment as to whether he is justifiably 'great'. Explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.



Year 4 Curriculum Overview

SPRING TERM: STEM

COMPUTING

Hour of Code

Use conditional statements such as "If" and "Then" to control devices / achieve specific outcomes · Improve the quality and presentation of work using editing and formatting techniques.

E-Safety: Things are not always as they seem

Understand that what we see online is not always what we think it is · Understand that it is easy for people to lie online.

DESIGN AND TECHNOLOGY

Food technology: Adapting a recipe

Work with a design brief · Follow but adapt a recipe · Prepare food hygienically · Discuss flavours identified · Understand the costs behind professional food preparation · Understand the factors that contribute to product design.

MATHEMATICS

Calculations: Further Multiplication and Division

Multiply 2-digit numbers · Multiply 2-digit numbers with renaming · Multiply multiples of 100 · Multiply 3-digit numbers · Multiply 3-digit numbers with renaming · Divide 2-digit numbers · Divide 3-digit numbers · Divide 2-digit numbers with remainders · Divide 3-digit numbers with remainders · Solve multiplication and division word problems · Solve multiplication and division word problems involving multiple steps.

Statistics: Graphs

Draw and read picture graphs and bar graphs · Draw and read line graphs.

Fractions, Decimals and Percentages: Fractions

Count in hundredths · Write mixed number fractions · Show mixed number fractions on a number line · Find equivalent fractions · Simplify mixed number fractions · Simplify improper fractions · Add fractions · Add fractions (recording as a mixed number) · Add fractions and record the sum in its simplest form · Subtract fractions · Solve word problems.

Measurement: Time

Tell the time on a 24-hour clock · Convert between minutes and seconds · Convert between hours and minutes · Solve time problems · Convert between units of time · Solve word problems (involving duration) · Calculate duration.

Fractions, Decimals and Percentages: Decimals

Record tenths · Write hundredths · Record hundredths · Write decimal numbers · Compare and order decimal numbers · Create number sequences · Round decimals · Write fractions as decimals · Divide whole numbers by 10 · Divide whole numbers by 100.

SCIENCE

Animals including humans: Teeth and eating

Draw a food chain (identify producers, predators and prey) · Tell you about the different types of teeth I have in my mouth · Describe the simple functions of the basic parts of the digestive system in humans.

Animals including humans: Living things and their habitats

Tell you about how different living things can be grouped together · Tell you about how environmental changes can affect living things · Show you how to use a classification key · Tell you about the lifecycle of a flowering plant.

Working scientifically

Ask relevant questions · Make careful observations and take accurate measurements using rulers · Record an experiment in a report using keys, tables and diagrams · Deliver an oral report on findings · Use the evidence from results to give a conclusion.



Year 4 Curriculum Overview

SPRING TERM: PERSONAL DEVELOPMENT

RE

KEY THEMES:

Community
Relating
Giving

TOPICS:

Community (Local Church)
Giving and Receiving (Eucharist)
Self-discipline (Lent/Easter)

STANDARDS:

Make links between a given source and: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; different roles of people in the local, national and universal Church; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Make links between: beliefs and sources, giving reasons for beliefs; beliefs and worship, giving reasons for actions and symbols; beliefs and life, giving reasons for actions and choices.

Use a range of religious vocabulary.

Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.

Make links to show how feelings and beliefs affect their behaviour and that of others.

Use a given source to support a point of view. Express a point of view.

PSHE/RSHE

Rights and Responsibilities

Explain how different people help them stay healthy and safe. Define what is meant by 'being responsible' and the various responsibilities of those who help them stay healthy and safe.

Suggest and engage with ways that they can contribute to the decision-making process in school. Recognise that everyone can make a difference within a democratic process.

Recognise that reports in the media can influence the way they think about a topic. Form and present their own opinions based on factual information and express these respectfully.

Explain the role of the bystander and how it can influence bullying or other anti-social behaviour.

Understand some of the ways that various national and international environmental organisations work to help take care of the environment.

Define the terms 'income' and 'expenditure'. List some of the items and services of expenditure in the school and in the home. Prioritise items of expenditure in the home from most essential to least essential.

Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'. Understand how a payslip is laid out showing both pay and deductions. Prioritise public services from most essential to least essential.

Being My Best

Identify ways in which everyone is unique. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Give examples of choices they make for themselves and choices others make for them.

Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide.

Understand the ways in which they can contribute to the care of the environment. Suggest ways the Seven Rs recycling methods can be applied to different scenarios.

Define what is meant by the word 'community'. Suggest ways in which different people support the school community. Identify qualities and attributes of people who support the school community.

PE

Gymnastics: Develop individual and partner balances. Develop control in performing and landing rotation jumps. Develop the straight, barrel, forward and straddle roll. Develop strength in inverted movements. Create a partner sequence to include apparatus.

Tennis: Hit and return the ball using a forehand. Develop the backhand and understand when to use it. Work co-operatively with a partner to keep a continuous rally going. Use simple tactics in a game to outwit an opponent.

Yoga: Explore connecting breath and movement. Explore new yoga poses and begin to connect them. Explore gratitude when remembering and repeating a yoga flow. Develop flexibility and strength in a positive summer flow and in an individual flow. Develop confidence and strength in arm balances.

OAA: Develop trust, co-operation and teamwork skills. Involve all team members in an activity and work towards a collective goal. Accept support whilst listening to others and following instructions. Identify objects on a map, draw and follow a simple map. Draw a route using directions. Orientate a map and navigate around a grid.



Year 4 Curriculum Overview

SUMMER TERM: ARTS AND HUMANITIES

ENGLISH

Lost Adventures (Non-Fiction); Twisted Fairy Tales (Poetry/Narrative)

Reading

Refer to authorial style and overall themes when discussing a text. Discuss vocabulary used to capture readers' interest and imagination. Discuss and compare texts from a wide range of genres and writers. Identify themes and conventions in a wide range of books. Refer to the use of presentational devices and features. Recognise and discuss some different forms of poetry. Prepare and perform poems and play scripts with appropriate techniques to show awareness of the audience. Draw inferences from characters' feelings, thoughts and motives, supporting their views with evidence from the text. Justify predictions from details stated and implied. Begin to recognise fact and opinion in non-fiction texts. Use appropriate language in formal presentation and debates. Explore features of non-fiction (e.g. contents and index pages).

Writing

Increase the legibility, consistency and quality of their handwriting. Plan writing by examining writing similar to that which they are planning to write. Plan writing by discussing and recording ideas. Draft and write by composing sentences orally. Build a rich vocabulary and independently use an increasing range of sentence structures. Organise paragraphs around a theme. Create settings, characters and plot in narratives. Use simple organisational devices in non-narrative material. Use the initial letters of a word to check its spelling in a dictionary. Write from memory simple sentences that include words and punctuation taught so far. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud their own writing using appropriate intonation, tone and volume so that the meaning is clear.

Grammar and Punctuation

Know the term 'word family'. Identify and use words which belong to the same family. Understand that many verbs are irregular and do not follow a pattern. Learn the present and past tense for some of the most common irregular verbs. Use paragraphs to organise ideas around a theme. Use headings and subheadings to aid presentation. Understand the grammatical difference between plural and possessive -s, and to use them appropriately. Use the present perfect form of verbs instead of the simple past. Use a thesaurus to extend vocabulary. Use synonyms found in a thesaurus as part of the editing and improving process in writing. Recognise and understand the terminology learned in Years 2, 3 and 4.

Spelling

Review Spring term spellings. Words from the Year 3/4 word list. The /ch/ should be spelled 'ch'. -que endings. -que endings. The /s/ sound spelled 'sc'. Homophones and near homophones. Words with the prefixes un-, dis-, mis- and re-.

ART AND DESIGN

Language (Graffiti)

Draw or make marks in a given style · Create and construct a simple stencil design · Transfer a design by brushing, spraying, or squeegeeing ink or paint through the open areas of a stencil cut from thin card or cardboard · Create repeated and reversed images using the same stencil · Create shapes and patterns by making selections to cut, duplicate and repeat using digital media · Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose · Create original pieces that are influenced by studies of others · Comment on artwork using visual language · Give opinions about an art form, showing understanding of its cultural development.

MUSIC

Samba & carnival sounds and instruments: South America

Learn about instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.

Adapting and transposing motifs: Romans

Associate the stages of the river with different rhythms · Learn what an ostinato is and how it is used in music.

SPANISH

My Home

Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish · Ask somebody else in Spanish what rooms they have or do not have in their home and answer using positive and negative sentences · Write a longer presentation about my home and use previously learnt language including my personal details · Use the first person singular of the verb 'to live' and 'to have' · Read longer texts and infer meaning.

GEOGRAPHY

How can we live more sustainably?

Explain using examples what living sustainably means · Identify, describe and explain the differences between renewable and non-renewable resources · Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable · Understand in basic terms how solar panels and wind turbines generate electricity · Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing · Explain how electricity is generated in hydroelectric power stations · Understand why creating new habitats for birds are good examples of sustainable development · Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable · Recognise and explain ways in which their lives at home could be more environmentally sustainable.

How and why is my local area changing?

Describe and give reasons for why environments change · Explain how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life · Observe and explain changes that have occurred in the past to the school and its grounds and its immediate environment · Explain how an aspect of life in the local area has changed over a long period of time · Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations · Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world · Describe and explain the impact of environmental change in one threatened region of the world.



Year 4 Curriculum Overview

SUMMER TERM: STEM

COMPUTING

Dinosaurs

Use various video techniques to create a film · Use green screen to add special effects · Plan a film using a storyboard.

Wizard School

Create a short animation · Create a short film by using a green screen.

E-Safety: Cyberbullying

Identify the meaning of the word 'cyberbullying' · Identify the online dangers and understand ways we can stay safe online.

DESIGN AND TECHNOLOGY

Electrical systems: Torches

Design for others · Create an electrical circuit · Evaluate their work · Test final products Batteries are used to store electricity · Know terminology of: insulator, conductor, L.E.D., battery, coin cell batteries.

Digital World (delivered by a specialist Computing teacher)

Design, program, prototype and brand a Micro:bit timer to a specified amount of minutes. Carry out research and existing product analysis to determine how a programmable product could be personalised to their needs.

MATHEMATICS

Measurement: Money

Record amounts of money · Compare totals · Round to the nearest pound (whole number) · Solve money problems (addition and subtraction) · Solve money problems (multiplication) · Solve money problems (comparison) · Estimate amounts.

Measurement: Mass, Volume and Length

Measure mass · Convert units of mass · Measure volume · Convert units of volume · Measure height · Measure length · Convert units of length · Measure perimeter in cm and mm · Solve problems in measurement (reading scales).

Measurement: Area of Figures

Find area (by measuring surface coverage) · Measure area (counting squares) · Measure area (counting squares and half squares) · Measure area (using multiplication) · Measure area (shapes in different orientations).

Geometry – Properties and Shapes: Geometry

Identify types of angles · Compare angles · Classify triangles · Classify quadrilaterals · Identify symmetrical figures · Draw lines of symmetry · Draw symmetrical figures · Make symmetrical figures · Complete symmetrical figures · Sort shapes.

Geometry – Position and Direction: Position and Movement

Describe position · Plot coordinates · Describe movements (using coordinates).

Number and Place Value: Roman Numerals

Write Roman numerals to 20 · Write Roman numerals to 100.

SCIENCE

Physical processes: Sound

Describe how sounds are made · Explain how sound travels to your ear · Explain how the pitch of a sound depends on the object that produced it · Describe volume in terms of vibrations · Explain what happens to a sound when you get further away from it.

Working scientifically

Ask relevant questions · Use different types of experiments to answer questions · Set up a fair practical experiment · Make careful observations and take accurate measurements using data loggers, rulers and own equipment · Classify results and present the data · Record an experiment in a report using bar charts and graphs · Use the evidence from results to give a conclusion · Evaluate the experiment and suggest improvements.



Year 4 Curriculum Overview

SUMMER TERM: PERSONAL DEVELOPMENT

RE

KEY THEMES:

Serving
Inter-relating
World

TOPICS:

New Life (Pentecost)
Building Bridges (Reconciliation)
God's People (Universal Church)

STANDARDS:

Make links between a given source and: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; different roles of people in the local, national and universal Church; religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

Make links between: beliefs and sources, giving reasons for beliefs; beliefs and worship, giving reasons for actions and symbols; beliefs and life, giving reasons for actions and choices.

Use a range of religious vocabulary.

Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.

Make links to show how feelings and beliefs affect their behaviour and that of others.

Use a given source to support a point of view. Express a point of view.

PSHE/RSHE

Keeping Myself Safe

Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them. Identify situations which are either dangerous, risky or hazardous. Suggest simple strategies for managing risk.

Identify images that are safe/unsafe to share online. Know and explain strategies for safe online sharing. Understand and explain the implications of sharing images online without consent.

Define what is meant by the word 'dare'. Identify from given scenarios which are dares and which are not. Suggest strategies for managing dares.

Understand that medicines are drugs. Explain safety issues for medicine use. Suggest alternatives to taking a medicine when unwell. Suggest strategies for limiting the spread of infectious diseases.

Describe stages of identifying and managing risk. Suggest people they can ask for help in managing risk.

Understand that we can be influenced both positively and negatively. Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

Growing and Changing

Taught through RSHE programme: 'Journey in Love'

PE

Ball Skills: Develop confidence and accuracy when tracking a ball. Explore and develop a variety of throwing techniques. Develop catching skills using one and two hands. Develop dribbling a ball with hands. Use tracking, sending and dribbling skills with feet.

Cricket: Develop overarm throwing and catching. Develop underarm bowling. Learn how to grip the bat and develop batting technique. Field a ball using a two handed pick up and a short barrier. Develop overarm bowling technique.

Netball: Develop passing and moving and play within the footwork rule. Develop movement skills to lose a defender. Defend an opponent and try to win the ball. Develop the shooting action. Play using netball rules.

Athletics: Develop stamina and an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jump and throw for distance. Develop a pull throw for distance and accuracy. Develop officiating and performing skills.

