

# Year 4 Curriculum Overview

## AUTUMN TERM: ARTS AND HUMANITIES

### ENGLISH

#### Reading

Use organisational devices in non-fiction to retrieve, record and discuss information. Use dictionaries to check the meaning of words. Recognise and discuss some different forms of poetry. Identify how language, structure and presentation contribute to meaning. Prepare and perform play scripts using appropriate techniques that show awareness of the audience. Identify themes and conventions across a wide range of books. Draw inferences about characters' thoughts, feelings, motives from their actions, supporting views with evidence from the text. Predict what might happen from details stated and implied. Prepare poems to read aloud and perform.

#### Writing

Increase the legibility, consistency and quality of handwriting. Plan by examining similar writing. Plan 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. 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 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 writing using appropriate intonation.

#### Grammar and Punctuation

Know the terminology of and identify nouns, adjectives, adverbs, verbs, prepositions and conjunctions. Identify different types of nouns. Change nouns from singular to plural. Understand the grammatical difference between plural and possessive -s, and to use them appropriately. Make the correct choice of present or past tense and know some irregular verb forms. Use the present perfect form to say that an action has happened at some point in the past but when is not specified. Express time, place and cause using conjunctions. Express time, place and cause using adverbs.

#### Spelling

Revise how suffixes (-ly, -ally, -ation) are joined to root words and how these can alter spelling, function and meaning. Revise how prefixes (il-, im-, in-, ir-) are joined to root words and how these can alter and meaning. Spell a selection of words from the statutory Y3/4 list. Use apostrophes to show omission or ownership. Know when to double the final consonant of a root word before adding a suffix. Use -sion and -tion to form the /shun/ sound and know which spelling to choose. Know when and how to use the suffixes -sion, and -cian to form the /shun/ sound. Modify root words using the suffix -ation, and know how this alters the word's function.

#### Editing

Proof-read for punctuation. Proof-read for spelling, checking for incorrect homophones and using a dictionary to find the spelling of ambitious vocabulary. Edit by proposing changes to vocabulary.

#### Handwriting

Write legibly and consistently by revising correct letter formation, ensuring the appropriate size and orientation. Ensure down strokes of letters are parallel and lines of writing are spaced sufficiently.

### 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.

#### African Drumming (Specialist Teacher)

### SPANISH

#### Phonetics

Accurately pronounce the second set of phonemes in Spanish: ca, ce, ci, co, cu.

#### 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

#### Branching Databases

Understand the concept of a branching database and create own using presentation software.

#### Repetition and Forever Loops

Use repetition and loops when coding.

#### E-Safety: Photos

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

### DESIGN AND TECHNOLOGY

#### Electrical Systems: Torches

Design a torch, giving consideration to the target audience. Create design and success criteria. Make a torch with a working electrical circuit and switch. Use appropriate equipment to cut and attach materials. Assemble a torch according to design and success criteria. Evaluate electrical products. Test and evaluate the success of a final product. Understand that electrical conductors are materials electricity can pass through. Understand that insulators are materials which electricity cannot pass through. Know that a battery contains stored electricity that can be used to power products. Know that a circuit must be complete for electricity to flow through it. Know that a switch can be used to complete and break a circuit.

### 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. Divide by 11 and 12. Divide with remainders. Solve word problems involving multiplication and division. Solve problems involving multiplication and division that require multiple steps. Solve scaling or comparison problems involving multiplication and division.

#### Calculations: Further Multiplication and Division

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

### SCIENCE

#### Physical processes: Electricity

Tell you some appliances that run on electricity. Build a series electrical circuit and identify each element. Tell you, by looking, whether a light will switch on in a circuit. Tell you about how switches work in a circuit. Tell you a list of common conductors. Tell you a list of common insulators. Tell you why metal is a good conductor.

#### 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.



# 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

**Hockey:** Send and receive the ball with accuracy and control. Develop the attacking skill of dribbling and use this to also beat a defender. Use defending skills to delay an opponent and gain possession. Apply attacking skills to move towards the goal and find space. Compete in a hockey tournament.

**Tag Rugby:** Develop throwing, catching and running with the ball. Show understanding of how to defend using tagging rules. Begin to use the 'forward pass' and 'offside' rule. Develop movement skills to dodge a defender. Track an opponent and begin to defend as a team. Apply learnt rules and skills to play in a tag rugby tournament.

**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.

**Handball:** Develop passing and moving, and play within the rules of the game. Develop movement skills to lose a defender and find space. Use space effectively to create shooting opportunities. Use defensive skills to intercept a pass and gain possession. Develop defending skills to delay an opponent.



# Year 4 Curriculum Overview

## SPRING TERM: ARTS AND HUMANITIES

### ENGLISH

#### Reading

Refer to authorial style and overall themes when discussing a text. Identify how language, structure and presentation contribute to meaning. Recognise some different forms of poetry. Use organisational devices in non-fiction to retrieve, record and discuss information. Read books that are structured in different ways. Read for a range of purposes.

#### 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

Express time, place and cause using prepositions. Use expanded noun phrases for description and specification. Expand noun phrases by the addition of modifying adjectives and preposition phrases. Know the term 'determiner' and use the full range of determiners appropriately. Know the terminology of and identify pronouns and possessive pronouns. Use an appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition. Know the term 'subordinate clause', identify the subordinate clause in a sentence and recognise which conjunctions can be used to construct a subordinate clause. Know the term 'adverbial' and use fronted adverbials.

#### Spelling

Convert nouns to adjectives using the -ous suffix. Use the letters 'ch' to spell the /k/ sound. Know when to use 'c' to spell the /s/ sound. Use -ture to spell the /cher/ sound in nouns and verbs. Use -sure to spell the /zher/ sound. Recognise alternative spellings of the /cher/ sound. Spell words containing unstressed vowels. Spell a selection of words from the statutory Y3/4 list.

#### Editing

Edit by linking and extending sentences with conjunctions. Edit by expanding noun phrases to add detail and enhance effects. Edit by replacing nouns or noun phrases with pronouns or synonyms to avoid repetition.

#### Handwriting

Write with increased fluency, using appropriately joined, cursive handwriting to aid this.

### 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

#### 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

#### 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 to 3rd 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

#### Designing a Game

(Specialist Teacher)

Use knowledge of Scratch to create a Formula One style game.

#### Making a Special Effects Movie

Create videos and apply special effects to them

#### 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

#### Mechanisms: Slingshot cars

Design a shape that reduces air resistance · Draw a net to create a structure form · Personalise a design · Measure, mark, cut and assemble with increasing accuracy · Make a model based on a chosen design · Evaluate the speed of a final product based on the effect of shape on speed and the accuracy of workmanship on performance · Understand that all moving things have kinetic energy · Know that air resistance is the level of drag on an object as it is forced through the air.

### 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

**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.

**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.

**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.

**Drumba (Beat and Burn):** Play the drum with precision and power. Understand note values. Showcase improved strength and overall fitness. Give and receive feedback.



# Year 4 Curriculum Overview

## SUMMER TERM: ARTS AND HUMANITIES

### ENGLISH

#### Reading

Retrieve and record information from non-fiction. Learn the conventions of different types of writing. Draw inferences about characters' thoughts, feelings and motives from their actions, and justify these with evidence. Predict what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning. Use contents pages and indexes to locate information.

#### 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 'adverbial' and use fronted adverbials. Use paragraphs to organise ideas around a theme. Understand the terminology 'inverted commas', 'speech marks' and 'direct speech'. Use inverted commas to punctuate direct speech. Use Standard English forms for verb inflections instead of local forms. Use apostrophes to mark omitted letters in spelling (contraction) and for possession in nouns.

#### Spelling

Revise previously taught spelling rules. Spell a selection of words from the statutory Y3/4 list. Use the letters 'ch' to spell the /ch/ sound. Spell words where the /g/ sound is made by the letters -gue. Spell words where the /k/ sound is made by the letters -que. Know and remember which words use 'sc' to spell the /s/ sound. Choose the correct homophone. Review and remember how to modify words with the prefixes un-, dis-, mis- and re-.

#### Editing

Edit by proposing changes to vocabulary. Edit by extending sentences with adverbials. Edit by removing or improving adverbials that are less effective. Proof-read for spelling errors.

#### Handwriting

Consolidation of Autumn and Spring objectives

### 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

#### Adapting and transposing motifs

##### (The Romans)

Identify gradual dynamic and tempo changes within a piece of music. Identify scaled dynamics (crescendo/decrescendo) within a piece of music. Compose a coherent piece of music in a given style with voices, bodies and instruments. Use letter name, graphic and rhythmic notation and musical vocabulary to label and record compositions.

### 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

#### Smarter Searching and Online Safety

Gain awareness of the best ways to use a search engine and continue to develop awareness of online dangers.

#### Pixel Art

Create a piece of pixel artwork using a grid format.

#### 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

#### Textiles: Fastenings

Write design criteria for a product, articulating decisions. Design a personalised book sleeve. Make and test a paper template. Measure, mark and cut fabric using a template. Select a stitch style to join fabric. Work neatly by sewing small, straight stitches. Incorporate a fastening into a design. Test and evaluate an end product against the original design criteria. Decide how many criteria should be met for a product to be considered successful. Suggest modifications for improvement. Articulate the advantages and disadvantages of different fastening types.

### 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

**Dodgeball:** Develop throwing and apply this to a target game. Develop dodging skills to avoid being hit. Use the rules of catching within a game. Think tactically during a game.

**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.

**Rounders:** Develop overarm and underarm throwing and catching. Develop bowling and learn the rules of this skill within a game. Develop batting technique and know where to hit the ball. Apply fielding techniques to game situations. Play different roles in a game and think tactically about each role.

**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.

