Curriculum Overview

Year 4 Spring Term

Subject	Content
Religious Education	**Old Testament: Moses King David** • know and be able to recall in words, actions and writing the stories • understand that God chose and called Moses and David for special tasks • recognise that God protected his people and that in the Psalms of David we find images of God caring for and protecting his people • understand that through the anointing with the Oil of Chrism in the Sacraments, Christians celebrate and respond to God's call in their lives today **Lent: Living As Followers of Jesus Today** • know some reasons associated with the Church's practice of prayer, fasting and almsgiving during the season of Lent • know some of Jesus' teaching about forgiveness and will understand that this is a gift God freely gives • know the Sacrament of Reconciliation is a celebration of this gift • know that Christians are called to follow Christ by the way they live their lives • understand that the Beatitudes of Jesus provide a guide for this **Holy Week** • have a good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus
Literacy	**Reading** • can show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest • can refer to the text to support predictions and opinions • can show by their answers that they have read beyond the text • can recognise complex sentences • can understand how the meaning of sentences is shaped by punctuation, word order or connectives • can talk about the author's techniques for describing

	characters, settings and actions • considers different ways in which information can be presented, focusing on process, classification chronology and the implications for effective reading • identify similarities and differences in the range of available dictionaries, thesauruses, etc., and evaluate their usefulness • can compare the openings of a particular novel with the beginning of other novels read recently • can locate relevant information and fuse findings coherently **Writing** **Information/explanation texts** • includes a title, opening statement, a series of logical steps explaining why or how something has happened • includes a diagram, a concluding summary or statement relating to the subject, • includes additional information in boxes, uses present tense, time and causal connectives and a glossary. **Narrative stories with issues or dilemmas** • story includes an introduction, build up, problem, resolution and ending • uses paragraphs • uses the past tense • includes effective but not unnecessary dialogue • uses effective language including powerful verbs, adverbs and strong adjectives • built up my characters using small details **Grammar, Punctuation and Spelling** • collect and classify examples of adverbials • investigate the effects of substituting adverbs in clauses or sentences • uses adverbs with greater discrimination in own writing • extend knowledge, understanding and use of expressive and figurative language in stories and poetry through; adjectival phrases, comparative and superlative adjectives, comparing adjectives on a scale of intensity, relate them to suffixes and adverbs • to use commas to mark grammatical boundaries within sentences link this to work on editing and revising their own writing
Mathematics	• place value to 1000+ • properties of number • addition-horizontal and vertical methods • subtraction- use of number lines and vertical methods

	• mental calculation strategies + and – • multiplication and division: • find factors of a multiple of 2, 3, 4, 5, and 10 • derive corresponding division facts • know by heart or rapidly derive doubles and halves • do doubles and near doubles within • develop fine written methods for multiplication • area: understand the process of how to find the area of shapes, to be able to find the area of both 2d shapes and the area of objects (tables, books, etc.) • fractions/decimals: recognise approximate proportions of a whole and use simple fractions and percentages to describe these. recognise simple equivalence between fractions, decimals and percentages. • understand percentages as the number of parts in every 100, recognise the equivalence between percentages and fractions and decimals, and find simple percentages of numbers or quantities • measures-capacity and problem solving • shape, space and measure-investigating 3D shapes and exploring symmetry. • data handling-pictographs, bar graphs
Science	**Chemistry- States of Matter** **Knowledge** • can compare and group materials together, according to whether they are solids, liquids or gases • can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • can demonstrate that changes of state are reversible changes. **Enquiry** • can ask relevant questions. • can set up simple practical enquiries, comparative and fair tests. • can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • can report on findings from enquiries, including oral and written explanations, displays or presentations of results

	and conclusions. • can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
	Physics- Electricity **Knowledge** • can identify common appliances that run on electricity • can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • can recognise some common conductors and insulators, and associate metals with being good conductors • can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • can use recognised symbols when representing a simple circuit in a diagram. **Enquiry as above**
Computing	**We are musicians** • use one or more programs to edit music • create and develop a musical composition, refining their ideas through reflection and discussion • develop collaboration skills • develop an awareness of how their composition can enhance work in other media **We are HTML editors** • understand some technical aspects of how the internet makes the web possible • use HTML tags for elementary mark up • use hyperlinks to connect ideas and sources • code up a simple web page with useful content • understand some of the risks in using the web
Creative Curriculum:	We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

	Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle). **Spring**: Water **Main focus**: Tudor Exploration: History link We will learn about the reasons for, and results of, exploration of the world by people in the sixteenth century and its impact on sailors, settlers and indigenous peoples. • place the Tudor period and important events in a time line in context with other periods • identify differences between medieval, Tudor and modern maps of the world • make the link between voyages of exploration and more accurate maps • recognise that there are different interpretations of events and give reasons for this • look at the evidence available and begin to evaluate the usefulness of different sources • choose relevant material to evaluate the impact of Tudor exploration •
Physical Education	**Dance** • explore and perform complex dance phrases and dances that communicate character and narrative • know and describe what you need to do to warm up and cool down for dance • describe, interpret and evaluate their own and others' dances, taking account of character and narrative **Games** • develop the range and consistency of their skills in all games • devise and use rules • keep, adapt and make rules for striking and fielding and net games • use and adapt tactics in different situations • recognise which activities help their speed, strength and stamina and know when they are important in games **Swimming** • consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills • improve linking movements and actions • choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without

	aids, distance and time challenges • describe and evaluate the quality of swimming and recognise what needs improving
PSHE	• gives their opinions and makes informed contributions in discussions and debates