



Curriculum Overview

Year 4 Summer Term

Subject	Content
Religious Education	<p>Easter</p> <ul style="list-style-type: none">• know that the four Gospels contain accounts of the Resurrection of Christ• understand the transforming effect this had upon the disciples• know that the Ascension reminds Christians of the promise of Christ to remain always with them <p>Pentecost</p> <ul style="list-style-type: none">• know the story of Pentecost from the Acts of the Apostles• understand that the gift of the Holy Spirit transformed the lives of the Apostles and enabled them to proclaim the Good News• able to identify the presence of the Holy Spirit in some of the Sacraments of the Church <p>Sharing in the Life of Christ: The Church As A Community</p> <ul style="list-style-type: none">• know that the Catholic Church is spread throughout the world• understand that the Eucharist celebrates the unity of God's People throughout the world• able to explain some beliefs of the Universal Church and religious customs from different parts of the world <p>Special Roles and Responsibilities</p> <ul style="list-style-type: none">• know that different people have different responsibilities in the life of the Church• understand the special role played by priests and religious, but will be equally responsible as they try to follow Christ
Literacy	<p>Reading</p> <ul style="list-style-type: none">• can tackle unfamiliar and challenging text with confidence• can identify expressive, figurative and descriptive language used to create effects in poetry and prose• can use skimming, scanning and note taking to identify the gist or key points in text• can recognise the ways writers present issues and points of view in fiction and non-fiction

- can identify how dialogue is used to present a character or how a report is introduced
- can talk about different aspects of language used in poems and prose, for example, from vocabulary and dialect
- can evaluate text, referring to relevant passages to support their opinion
- able to cope with different features of the language, such as, abbreviations, colloquialisms, and specialist vocabulary
- can identify features of distinctive poetic form

Writing

Persuasive writing-adverts/arguments (any genre):

- begins with a question
- places the object or event being advertised in the centre
- puts a concluding statement at the end
- summarises their argument
- persuades the reader by using; slogans and wordplay, alliteration, repetition and rhyme
- uses different fonts, sizes and colours
- starts by stating the issue and gives their opinion
- supports argument with reasons and factual evidence
- uses logical and cause and effect connectives to link arguments in paragraphs
- uses some/all of the following persuasive devices: emotive language, rhetorical questions, cause and effect connectives, daring the reader to disagree, making their opinions sound like facts.

Playscripts

- uses a script including a cast list at the start
- uses a narrator
- uses the speakers names (on the left)
- will not use speech marks
- starts a new line for each new speech
- uses scenes
- uses brackets for stage directions
- uses powerful adverbs and powerful verbs

Poems

- copies rhythm and rhyme patterns where appropriate
- uses repetition for effect
- puts a concluding statement at the end
- uses powerful verbs and adjectives
- uses some of the following: alliteration, personification, onomatopoeia, similes

	<p>Grammar, Punctuation and spelling</p> <ul style="list-style-type: none"> • use apostrophes in reading and to whom or what they refer • understanding the basic rules for apostrophising singular nouns • distinguishing between uses of the apostrophe for contraction and possession • begin to use the apostrophe appropriately in their own writing • understand the significance of the word order (changes meaning, has no meaning, or still retaining the same meaning) • recognise how commas, connectives and full stops are used to join and separate clauses and identify in their writing where each is more effective • identify common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading • be aware of the use of connectives, adverbs, adverbial phrases, conjunctions, to structure an argument • know and use spelling strategies, that have been taught throughout the year, confidently applying the strategies to other words and noticing patterns within words
<p>Mathematics</p>	<ul style="list-style-type: none"> • place value to 1000+ • properties of number • addition-horizontal and vertical methods • subtraction-use of number lines and vertical methods • mental calculations + and – • multiplication/division: develop fine written methods for division and to continue to develop fine written methods for multiplication • perimeter: confidently finding the perimeter of different shapes, know the difference between area and perimeter and why we need to use both • fractions and decimals: understand the relationship between fractions, decimals and percentages. Convert mixed numbers to improper fractions and vice versa. Order decimals to three decimal places. begin to understand simple ratio • 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-time and problem solving • shape-angle, direction and position • data handling-sorting diagrams

<p>Science</p>	<p>Biology: Living things and their Environments</p> <p>Knowledge</p> <ul style="list-style-type: none"> • can explore and compare the differences between things that are living, that are dead and that have never been alive. • can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • can explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms • can recognise that environments can change and that this can sometimes pose dangers to living things. • can describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). <p>Enquiry</p> <ul style="list-style-type: none"> • 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
<p>Computing</p>	<p>We are co-authors</p> <ul style="list-style-type: none"> • understand the conventions for collaborative online work, particularly in wikis • be aware of their responsibilities when editing other people's work • become familiar with Wikipedia, including potential problems associated with its use • practise research skills • write for a target audience using a wiki tool

	<ul style="list-style-type: none"> • develop collaboration and proofreading skills <p>We are meteorologists</p> <ul style="list-style-type: none"> • understand different measurement techniques for weather, both analogue and digital • use computer-based data logging to automate the recording of some weather data • use spreadsheets to create charts • analyse data, explore inconsistencies in data and • make predictions
<p>Creative Curriculum</p>	<p>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.</p> <p>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).</p> <p>Summer 1: Food Glorious Food- making bread Main focus: Design and Technology: generate ideas, considering the purposes for which they are designing</p> <p>We will develop skills in, working with food through a range of activities using basic food tools and equipment highlighting food safety and hygiene.</p> <ul style="list-style-type: none"> • talk about the contribution that bread can make to a balanced diet • measure and weigh ingredients accurately • know about the processes involved in making bread products • develop sensory vocabulary using smell, taste, texture and feel • follow safe procedures for food safety and hygiene • use investigations to select join and combine ingredients for the final product • evaluate products and identify criteria that can be used for their own designs <p>Summer 2: Environment- Viewpoints Main focus: Art</p> <p>We will explore how to convey the atmosphere and story of a dream. They explore different viewpoints in the school environment as a setting for their dream.</p> <ul style="list-style-type: none"> • make thoughtful observations about starting points and select ideas to use in their work. • collect images and information about the environment in a sketchbook.

	<ul style="list-style-type: none"> • make and match colours with increasing accuracy. • use more specific colour language e.g. tint, tone, shade, hue. • select one image and develop a design for a print • make a series of prints, exploring overprinting and colour combinations
Physical Education	<p>Athletics:</p> <ul style="list-style-type: none"> • consolidate and improve the quality, range and consistency of the techniques they use for particular activities • develop their ability to choose and use simple tactics and strategies in different situations • know, measure and describe the short-term effects of exercise on the body • describe how the body reacts to different types of activity • describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving <p>AVFC/Striking and fielding</p> <ul style="list-style-type: none"> • develop the range and consistency of their skills and work with others to solve challenges • choose and apply strategies and skills to meet the requirements of a task or challenge • recognise the effect of different activities on the body and to prepare for them physically • work safely • describe and evaluate their own and others' performances, and identify areas that need improving <p>Net and wall</p> <ul style="list-style-type: none"> • choose and use a range of simple tactics for defending their own court • adapt and refine rules • make up their own net games • understand the point of the game • keep rules effectively and fairly • recognise how net games make the body work • talk about what they do well and recognise things they could do better
PSHE	<ul style="list-style-type: none"> • understands how their actions have positive or negative consequences for themselves and others • is beginning to explore some issues and challenges of living in community and the impact of these for individuals • reflect upon the year and prepare for the transition into Year Five