



## Curriculum Overview

### Year 4 Summer Term

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

- 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. Plan their writing by:

- Learning how to use prepositions
- Writing sentences using adjectives and prepositions
- Assembling a persuasive poster
- Distinguishing possessive apostrophes from those used in contractions

Stories about times past. Plan their writing by:

- Discussing the old-fashioned language used in texts
- Recognising powerful verbs used in a story
- Identifying other features used by an author for imagery
- Comparing direct speech with indirect or reported speech

Chronological reports. Plan their writing by:

- Considering the impact of language, structure and presentation
- Writing correctly punctuated dialogue
- Extending sentences with time/cause details using adverbs, prepositions and conjunctions

Nonsense poems. Plan their writing by:

- Using phonological knowledge to decode nonsense words
- Identifying syllabic structure of limericks
- Identifying adverbial phrases in poems

	<ul style="list-style-type: none"> <li>• Discussing how language changes and evolves</li> </ul> <p><b>Grammar, Punctuation and Spelling</b></p> <ul style="list-style-type: none"> <li>• use apostrophes in reading and to whom or what they refer</li> <li>• understanding the basic rules for apostrophising singular nouns</li> <li>• distinguishing between uses of the apostrophe for contraction and possession</li> <li>• begin to use the apostrophe appropriately in their own writing</li> <li>• understand the significance of the word order (changes meaning, has no meaning, or still retaining the same meaning)</li> <li>• recognise how commas, connectives and full stops are used to join and separate clauses and identify in their writing where each is more effective</li> <li>• All standard 4 punctuation correctly used</li> <li>• be aware of the use of connectives, adverbs, adverbial phrases, conjunctions, to structure an argument</li> <li>• can spell the standard 4 high frequency words</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul> <p><b>Fractions (including decimals)</b></p> <ul style="list-style-type: none"> <li>• solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul>

- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- recognise and show, using diagrams, families of common equivalent fractions
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places

#### **Measurement**

- convert between different units of measure [for example, kilometre to metre).
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares

#### **Multiplication and division**

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as n objects are connected to m objects

#### **Geometry: properties of shapes**

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size

	<ul style="list-style-type: none"> <li>• identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul>
<b>Science</b>	<p><b>Biology: Living things and their Environments</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• can explore and compare the differences between things that are living, that are dead and that have never been alive.</li> <li>• 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.</li> <li>• can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• 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</li> <li>• can recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• 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).</li> </ul> <p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>• can ask relevant questions.</li> <li>• can set up simple practical enquiries, comparative and fair tests.</li> <li>• can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests</li> </ul>
<b>Computing</b>	<p><b>We are co-authors</b></p> <ul style="list-style-type: none"> <li>• understand the conventions for collaborative online work, particularly in wikis</li> <li>• be aware of their responsibilities when editing other</li> </ul>

	<p>people's work</p> <ul style="list-style-type: none"> <li>• become familiar with Wikipedia, including potential problems associated with its use</li> <li>• practise research skills</li> <li>• write for a target audience using a wiki tool</li> <li>• develop collaboration and proofreading skills</li> </ul> <p><b>We are meteorologists</b></p> <ul style="list-style-type: none"> <li>• understand different measurement techniques for weather, both analogue and digital</li> <li>• use computer-based data logging to automate the recording of some weather data</li> <li>• use spreadsheets to create charts</li> <li>• analyse data, explore inconsistencies in data and</li> <li>• make predictions</li> </ul>
<p><b>Creative Curriculum</b></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><b>Summer 1:</b> Food Glorious Food- making bread</p> <p><b>Main focus:</b> Design and Technology: generate ideas, considering the purposes for which they are designing</p> <ul style="list-style-type: none"> <li>• make labelled drawings from different views showing specific features</li> <li>• develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</li> <li>• evaluate products and identify criteria that can be used for their own designs</li> <li>• select appropriate tools and techniques for making their product</li> <li>• measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>• join and combine materials and components accurately in temporary and permanent ways</li> <li>• sew using a range of different stitches, to weave and knit</li> <li>• to measure, tape or pin, cut and join fabric with some accuracy</li> <li>• use simple graphical communication techniques</li> <li>• evaluate their work both during and at the end of the assignment</li> </ul>

	<ul style="list-style-type: none"> <li>• evaluate their products carrying out appropriate tests</li> </ul> <p><b>Summer 2: Environment- Viewpoints</b></p> <p><b>Main focus:Art</b></p> <ul style="list-style-type: none"> <li>• select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>• question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>• explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>• compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them</li> <li>• adapt their work according to their views and describe how they might develop it further</li> <li>• make informed choices in drawing inc. paper and media</li> <li>• alter and refine drawings and describe changes using art vocabulary</li> <li>• collect images and information independently in a sketchbook</li> <li>• use research to inspire drawings from memory and imagination</li> <li>• explore relationships between line and tone, pattern and shape, line and texture</li> <li>• make and match colours with increasing accuracy</li> <li>• use more specific colour language e.g. tint, tone, shade, hue</li> <li>• choose paints and implements appropriately</li> <li>• plan and create different effects and textures with paint according to what they need for the task</li> <li>• show increasing independence and creativity with the painting process</li> <li>• research, create and refine a print using a variety of techniques</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• explore and perform complex dance phrases and dances that communicate character and narrative</li> <li>• know and describe what you need to do to warm up and cool down for dance</li> <li>• describe, interpret and evaluate their own and others’ dances, taking account of character and narrative</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• run at fast, medium and slow speeds, changing speed and</li> </ul>

	<p>direction</p> <ul style="list-style-type: none"> <li>• link running and jumping activities with some fluency, control and consistency</li> <li>• take part in a relay activity, remembering when to run and what to do</li> <li>• throw a variety of objects, changing their action for accuracy and distance</li> <li>• recognize when their heart rate, temperature and breathing rate have changed</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• understands how their actions have positive or negative consequences for themselves and others</li> <li>• is beginning to explore some issues and challenges of living in community and the impact of these for individuals</li> <li>• reflect upon the year and prepare for the transition into Year Five</li> </ul>