



# Year 4

## Termly Curriculum Overview

| Spring term 2                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Religious Education                    | <p><u>Desert to Garden</u></p> <p>Children will be able to retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy. They will correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today. Retell the story of St Peter during Holy Week, considering why St Peter might have turned away from Jesus and how that made him feel making connections with when they have let people down or broken a promise.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Maths                                  | <p><u>Basic Skills</u></p> <p>Multiplication and division facts for up to 12 x 12.<br/>           Counting in multiples of 6, 7, 25 and 1000.<br/>           Find 100 more or less than a given number.<br/>           Count backwards through zero to include negative numbers.<br/>           Round any 4 digit number to the nearest 10, 100 or 1000<br/>           Round decimals with one decimal place to the nearest whole number.</p> <p><u>Measure</u></p> <p>Convert between different units of measure.<br/>           Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.<br/>           Find the area of rectilinear shapes by counting squares.<br/>           Estimate, compare and calculate different measures, including money in pounds and pence.<br/>           Read, write and convert time between analogue and digital, 12 and 24-hour clocks.<br/>           Solve problems using all of the above.</p> <p><u>Geometry</u></p> <p>Compare and classify geometric shapes<br/>           Identify acute and obtuse angles<br/>           Identify lines of symmetry Position and direction</p> |
| English Reading                        | <p>Children will read The Lost Happy Endings by Carol Ann Duffy, a magical tale about what happens when, one night, a wicked witch steals the happy endings to bedtime stories. Children will also take part in daily guided reading sessions to improve their understanding of what they read.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| English Grammar, Punctuation, Spelling | <p><u>Grammar</u></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p><u>Punctuation</u></p> <p>Inverted commas and other punctuation to indicate direct speech<br/>           Apostrophes for possession (plural nouns)<br/>           Use commas after fronted adverbials</p> <p><u>Spelling</u></p> <p>Adding il- and revising un-, in-, mis-, dis-<br/>           The c sound spelt -que and the g sound spelt -gue</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                    | Homophones<br>Words from Year 3 and 4 statutory spelling list                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| English Writing    | Children will use 'The Lost Happy Endings' as a stimulus to write a narrative that includes dialogue. They will also use it to write a Persuasive letter.<br>Children will also have opportunities to write in other areas of the curriculum<br>Geography – Information text about the different stages of a river<br>Science – Explanation of the Water Cycle, Newspaper article, the discovery of Oxygen<br>RE – Recount of what happens during the communion Rite, Retell the story of Easter<br>PHSE – Instructional text about how to keeping safe                                                                                                                            |
| Science            | <u>Changing Sound</u><br><u>Knowledge</u><br>Children will learn how sound is made associating some of them with vibrating and what happens to a sound as it travels from its source to our ears. They will be taught the correlation between the volume of a sound and the strength of the vibrations that produced it. Children will learn how sound travels from a source our ears and the correlation between pitch and the object producing a sound.<br><u>Working scientifically</u><br>Children will carry out a fair test to determine the best material to insulate sound. They will learn how to identify the variable and write up their investigation.                 |
| Geography          | <u>Rivers and the Water cycle</u><br>Children will learn about a river environment in the UK, using appropriate geographical vocabulary and describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers.<br>They will learn the physical and human geography of the UK (rivers) and its contrasting human and physical environments and describe some advantages and disadvantages of living in hazard-prone areas. (flooding) using aerial photograph, digital or computer map.                                                                                                                                     |
| Physical Education | <u>Athletics</u><br>Children will develop stamina and an understanding of speed and pace in relation to distance running and develop power and speed in the sprinting technique They will also be taught technique when jumping for distance and power and technique when throwing for distance.<br><u>Swimming</u><br>Children will take part in weekly swimming lessons were they will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres Using a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. They will also be taught to perform safe self-rescue in different water-based situations. |
| Computing          | <u>Spreadsheets</u><br>Children will be taught use the number formatting tools within 2Calculate to appropriately format numbers and add a formula to a cell to automatically make a calculation in that cell. They will also learn to use the timer, random number and spin button tools combining them to make fun ways to explore number, Children will learn to use a series of data in a spreadsheet to create a line graph to find out when the temperature in the playground will reach 20°C<br>Children will be taught use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept                                                         |
| DT                 | <u>Textiles - 2d shape to 3d product (Purses/wallets)</u><br>Children will learn how to design and create a purse/wallet for a specific user. They will sketch and annotate a range of possible ideas, constantly encouraging creative thinking and plan the main stages of making e.g. using a flowchart or storyboard.<br>Children will assemble their product using their existing knowledge, skills thinking about the aesthetics and quality finish of their product. Finally they will evaluate the process and the final product in relation to the design brief and criteria.                                                                                              |

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| <p><b>French</b></p>                    | <p><u>En famille</u><br/>Children will be taught the nouns for family members in French and describe their own or a fictitious family in French by name, age and relationship. They will also be taught to count up to 100 in French and understand possessive adjectives better in French ('my' form only).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>PHSE</b></p>                      | <p><u>Keeping safe and managing risk</u> <u>Playing safe</u><br/>Children will learn about the age classification system and understand why some games are not appropriate for children to play can evaluate whether a computer game is suitable for them to play and explain why. They will also be able to share opinions about computer games.<br/>Children will be taught to identify and assess the level of risk of different activities in the local environment and recognise that in some situations there may pressure to behave in a way that doesn't feel safe, learning to identify some ways to respond to unhelpful pressure<br/>As part of the First Aid module children will be taught to assess what to do in an emergency, can carry out some simple first aid procedures for different needs and demonstrate how to ask for help from a range of emergency services.</p> |
| <p><b>Curriculum<br/>Enrichment</b></p> | <p>Ukulele tuition – throughout the year, children will be taught how to play the ukulele and read musical notation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |