


Year 4 Curriculum Overview

	Summer Term	
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	Up in the Canopy	
Experiences/Visitors	Theatre Trip	RepTylers – visitor to bring a selection of animals for the children to learn about and interact with. Park Trip for invertebrate hunt
Language	<p>English: Title, introduction, subheading, paragraph, topic, fact, information, report, conclusion, formal, informal, present tense, bullet-mark, fact box, glossary, third-person, illustrations.</p> <p>Reading: Deforestation, Amazon, loggers, forest fires, vegetation, immense, tropical, dense, wildlife, shelter, pungent, damp, habitat, fauna, putrid, impenetrable, elevated, entangle, humid, towering, rowdy, dappled, clearance, hospitable, undergrowth, vociferous.</p> <p>Maths: Unit fraction, non-unit fraction, numerator, denominator, mixed number, compare, order, whole, inverse, partition.</p> <p>Geography: interpret, map scale, grid reference, coordinate(s), longitude and latitude, degrees, distribution patterns, the tropics, tropical, climate, flora and fauna, ecosystem, discrete vs continuous data, time/line graph.</p> <p>Art: Likewise, principle, appropriate, imprint, impression, mould, mon-print, background, pounce, marbling, surface, absorb, stencil, negative image, positive image, linear, register, block, manipulate, repeat, continuous, cylinder.</p> <p>Computing: file, focus, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, retouch, clone, select, alter, zoom, undo.</p> <p>PSHE: Memories, grief, painful, support, dare, confidence.</p> <p>Music: Crotchets, quavers, crotchet rests, texture, timbre, duration, dynamics.</p> <p>RE: Chapter, Old Testament, Cain and Able, Abraham and Moses, Passover, Sedar, plate.</p> <p>PE: Muscles, balance, interval, control, under pressure, max effort, determination, crease, long barrier, wickets, wicket keeper, run-out.</p>	<p>English: Furthermore, moreover, in addition, consequently, in spite of this, as a result, evidence suggests, it is clear to see, without a doubt, in conclusion, persuade, tenses, paragraphs.</p> <p>Reading: Deforestation, sanctuary, termites, conservationist, moon bear, dam, inspiration, illegal, inspiration, timid, witness, extracted, extinction, career, bile, nursed, expression, adapt, nurse.</p> <p>Maths: Improper fraction, mixed number, equivalent fraction, unit fractions, non-unit fractions, model, convert, symmetry, reflect, angle, polygon, 24-hour clock, 12-hour clock.</p> <p>Science: Classification, classification keys, environment, habitat, human impact, positive, negative, sustainable.</p> <p>Geography: Cause and effect the extent, an effect, to affect, significant, significance, discuss, think critically (v) critical thinking(n), justify, provide evidence, global (warming), deforestation, ecosystem, primary vs secondary data.</p> <p>DT: Wool, polyester, linen, cotton, fleece, elastane, leather, silk, durability, natural, synthetic, fabric, seam, stitch, pattern, template, fastener, hem, seam allowance, textile, reinforce, running/blanket/back/cross/over-stitch.</p> <p>Computing: revision, automate, concept loop, repeat, value, infinite loop, forever, animate, event block, duplicate, modify, refine, evaluate.</p> <p>PSHE: Bribe, threatened, puberty, treatment, commitment, determination.</p> <p>Music: Structure, compose, hook, riff, back beat, melody, bridge, instrumental break, rhythm patterns, lyrics, digital/electronic sounds, by ear, notation, backing vocal, percussion.</p> <p>RE: Voluntary, Trimurti, Diwali, Rama and Sita, Holi-Holika and Prahlad, Ganesh, Mandir.</p> <p>PE: Accelerating, targets, exchanging batons, breath, float, dive, rotate, sling-shot throw, baton, discuss, noodle.</p>
English	<p>Non-Chronological Reports Narrative</p> <p>I can ‘magpie’ vocabulary and structure from similar writing (narrative and non-narrative / formal and informal) to help me plan and write more effectively.</p> <p>I can use paragraphs in my writing, although they may not always elaborate the main idea.</p> <p>I am beginning to understand the purpose research.</p> <p>I can use precise nouns in an expanded noun phrase to add detail to my writing (narrative and non-narrative).</p> <p>I can assess the effectiveness and edit my own and others’ writing (after the writing process) proposing changes for grammar, vocabulary and punctuation to enhance effect and clarify meaning, e.g. modifying a verb, precise nouns, subject and verb agreement.</p> <p>I can spell words from the Year 4 spelling progression document.</p> <p>I can write using a fluent, cursive script with correctly formed and orientated letters.</p> <p>I can use the structure, vocabulary and grammar of similar writing (narrative and non-narrative / formal and informal) to help me plan and write for a specific audience and purpose.</p>	<p>Persuasive Writing Poetry</p> <p>I can ‘magpie’ vocabulary and structure from similar writing (narrative and non-narrative / formal and informal) to help me plan and write more effectively.</p> <p>I can use paragraphs in my writing, although they may not always elaborate the main idea.</p> <p>I am beginning to understand the purpose research.</p> <p>I can use precise nouns in an expanded noun phrase to add detail to my writing (narrative and non-narrative).</p> <p>I can use appropriate volume when reading aloud.</p> <p>I can assess the effectiveness and edit my own and others’ writing (after the writing process) proposing changes for grammar, vocabulary and punctuation to enhance effect and clarify meaning, e.g., modifying a verb, precise nouns, subject and verb agreement.</p> <p>I know that fronted adverbials are at the start of a sentence and describe where, when and how.</p> <p>I can use co-ordinating conjunctions to join two main clauses together. I know that co-ordinating conjunctions do not begin a sentence. For, and, nor, but, or, yet, so.</p>

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	<p>I can use apostrophes to indicate singular and plural possession – e.g. The girl’s name, the girls’ names.</p>	<p>I can use a thesaurus to find synonyms to avoid repetition and expand my vocabulary. I can spell words from the Year 4 spelling progression document. I can write using a fluent, cursive script with correctly formed and orientated letters. I can use the structure, vocabulary and grammar of similar writing (narrative and non-narrative / formal and informal) to help me plan and write for a specific audience and purpose. I can read my work aloud to a group using appropriate intonation and controlling the tone and volume so that the meaning is clear. I can use a range of adverbials in my report writing: furthermore, as a result, despite, because of this, surprising</p>
Reading	<p>Guided Reading World Burn Down by Stephen Cole</p> <p>Fluency Non-chronological reports on rainforest animals Information book on the Amazon rainforest</p>	<p>Guided Reading Saving Sorya by Trang Nguyen</p> <p>Fluency Deforestation article from an information book Persuasive letters English writing – persuasive letters</p>
Maths	<p>I can secure my understanding of unit fractions I can deepen my understanding of unit fractions through ordering/comparing and working out the size of a whole I can secure my understanding of what non-unit fractions are I can understand how fractions can be seen as numbers I can compare non-unit fractions with the same denominator I can compare non-unit fractions with the same numerator I can add and subtract fractions with the same denominator I can understand the rule of inverse applies to adding and subtracting fractions I can subtract from one whole I can begin to explore mixed numbers I can understand how mixed numbers can be placed on a number line I can compare and order mixed numbers I can understand how mixed numbers can be placed on a number line I can compare and order mixed numbers I can flexibly partition mixed numbers</p>	<p>I can begin to explore improper fractions and convert to/from mixed numbers I can add and subtract improper fractions with the same denominator I can find a fraction of an amount (working with unit fractions) I can find a fraction of an amount (working with non-unit fractions) I can begin to explore equivalent fractions I can represent equivalent fractions in various ways (linear model, area model and quantity model) I can read and write the time on a 12- and 24-hour clock. I can convert time between a 12- and 24-hour clock. I can convert from hours to minutes and minutes to seconds. I can convert from days to weeks and weeks to months. I can recognise and compare shapes based on angles and size I can complete different types of symmetrical patterns I can find lines of symmetry in 2D shapes I can reflect polygons in a line of symmetry I can reflect polygons that are dissected by the line of symmetry</p>
Science		<p>Living things and their habitats. BIG QUESTION: How can we use classification keys to help us group animals?</p> <p>Living things and their habitats I know that classification is used to group things in biology.</p> <p>I can use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things such as: arctic habitat and melting ice caps.</p> <p>Skill development in: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Identify similarities/differences/changes when talking about scientific processes. Use and begin to create simple keys.</p>

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Geography/History	<p>BIG QUESTION: What makes rainforests places of global significance and where in the world are they?</p> <p>Locational knowledge I know the name and locations of the Arctic, the Antarctic Circle, the Northern Hemisphere, the Southern Hemisphere, the Equator, the Tropics of Cancer and the Tropics of Capricorn on a globe and/or world map. I can begin to understand the significance of latitude in terms of climate and longitude in relation to the Prime/Greenwich Meridian in terms of time zones (including day and night)</p> <p>Place knowledge I have knowledge that I can share with others about distant places. I can begin to explain why there are similarities and differences between places.</p> <p>Physical geography I can describe the physical characteristics of the world's main biomes. I can describe and understand key aspects of: physical geography, incl. rainforests</p> <p>Being a geographer I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. I can understand and use a greater range of scales in my representation (i.e. <u>beyond</u> 2, 5, 10). I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>Mapping skills I can use the eight points of a compass. I can use four-figure grid references as means of describing location.</p>	<p>BIG QUESTION: How is human activity negatively affecting rainforests?</p> <p>Environmental geography I can highlight how living things have been affected by changes in the environment.</p> <p>Physical and human geography I know that there is an interaction between human and physical processes.</p> <p>Being a geographer I can begin to relate the graphical representation of data to recording change over time.</p>
DT/Art	<p>BIG QUESTION: Why was it called POP art?</p> <p>Printing Artist – Andy Warhol Pop art movement and other influences of the time Impact today on art Challenged originality and authenticity A variety of materials can be used to create printing art and develop their use of these. Different types of paper have different properties that will vary the effect of the paint To know that varying angle and direction of print will change effects</p> <p>Skill development in: Printing To use sketchbook to plan and develop simple ideas To be able to recreate images through relief To revisit previous skills learnt, work independently and collaboratively To be able to use two colour inks printing To replicate patterns from observation To make repeated patterns with precision To use key vocabulary to demonstrate knowledge and understanding</p>	<p>BIG QUESTION: Can we design a bag or pouch to meet specific design criteria?</p> <p>Technical Knowledge: Fabrics such as cotton, silk and wool are made by spinning strands together to create yarn, which can then be woven into cloth. To understand the importance of recycling and reusing fabric.</p> <p>Research: To investigate natural and synthetic fabrics and how their uses changed fashion. To learn about the different types of stitches and their functions.</p> <p>Design: To design a small fabric bag using specific criteria. Model their ideas using prototypes and pattern pieces.</p> <p>Plan: Explain their choice of stitch and components according to functional properties and its aesthetic qualities to appeal.</p> <p>Make: To measure and make a template of a small bag using tracing paper, to mark and cut fabric, to choose a stitch to join the materials, to add a button fastening with accuracy.</p> <p>Evaluate: Critically evaluate the quality of the design, strength of the stitches and fitness for purpose of their products as they design and make. Evaluate their ideas and products against their original design specification and discuss any alterations that were made along the way. Consider the views of others, including intended users, to improve their work.</p>

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		<p>Skill development in: To explore and practise different sewing stitches Tool suggestions (dependent on chosen task): Needle Needle threader Ruler</p>
<p>Computing</p>	<p>BIG QUESTION: How can you code repetitive actions?</p> <p>Programming B - Repetition in games</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Progression Skills: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>BIG QUESTION: How can you edit and save images?</p> <p>Creating media – photo editing</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Progression Skills: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p>PSHE/RSE</p>	<p>Relationships <i>B&H PSHE team Loss & Bereavement</i> BIG QUESTION: What is loss and what strategies can I use to help me cope? Exploring Loss and coping strategies. It is OK to feel sad and miss a person when someone dies. Winston’s Wish resources</p> <p>Protective Behaviours - <i>B&H PSHE Team Feeling Good Feeling Safe</i> BIG QUESTION: Do I know where my safe places are? Everyone has the right to feel safe all of the time. Body confidence. Early warning signs. Safe and unsafe touch. Safety continuum. Safety network.</p>	<p>Relationships, Sex & Health Education <i>B&H PSHE team RSE lessons</i> BIG QUESTION: What happens to my body as I grow and change from a child to a grown up? The parts of the body under your pants are personal and private and they belong to you. Usually only you, your family and a doctor or nurse might see them. Puberty. Normalise impact of puberty on feelings. Although we grow and change, we are all special and unique. Coping strategies. All human babies need a sperm and an egg to begin. Families grow in lots of different ways.</p> <p>Changes & Moving Forward (SEAL) BIG QUESTION: What does it mean to be insecure? Coping with unwanted changes, giving and asking for help Recognise feelings linked to change and transition. Coping strategies Going for goals (SEAL) BIG QUESTION: What barriers are there to achieving my goal? Identifying barriers, setting goals to overcome barriers, giving and accepting advice.</p> <p>First aid... BIG QUESTION: What situations require First Aid? St John’s Ambulance pathway. Asthma.</p>
<p>Music</p>	<p>BIG QUESTION: What is a soundscape? To know that combining different instruments playing different rhythms creates layers of sound called ‘texture’. (Duration)</p>	

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	<p>Listening I can describe musical dimensions (texture, dynamics, tempo, rhythm and pitch)</p> <p>Singing and playing Perform a wide range of songs from memory I can follow and perform simple rhythmic scores to a steady beat</p> <p>Composing I can invent short 'on-the-spot' responses using a limited note-range.</p> <p>Transcribing and using symbols I can follow a rhythmic pattern using crotchets, quavers, crotchet rests</p>	
RE	<p>BIG QUESTION: What is The Bible (old and New Testament) and why is it relevant to Christians? To describe how The Bible is structured. To examine four key stories from the Old Testament and the messages Christians/Jewish followers might take when reflecting on these stories. To be able to connect the events of the story of Moses with how Jewish people celebrate Passover focusing specifically on the Sedar plate. To be able to describe Joseph's dreams and their significance. To Look at what faith means through the story of Daniel and the lion. To look at the concept of right and wrong through the story of Jonah. Children reflect on areas of themselves they would like to develop.</p> <p>Progression Skills: Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship' 'Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning' Suggest answers to questions, including their own ideas, about the differences religion makes to life'</p>	<p>BIG QUESTION: What do Hindus believe and how does this affect how they live their lives? To be able to describe the Hindu creation story. (Lord Vishnu, Brahma, and Shiva) To know the story of Rama and Sita and how Diwali is celebrated by Hindus. To know the story 'God the wicked witch and Prahalad' and make connections with how Holi is celebrated. To focus on lord Ganesh and look at how and why Hindu's worship him in puja. To know that one way Hindu's learn about their religion is from their elders. Children have an opportunity to make their own decisions about an opened ended guided story and to ask and answer questions to one another to demonstrate this way of learning.</p> <p>Progression Skills: 'Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning' 'Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship' 'Suggest answers to questions, including their own ideas, about the differences religion makes to life'</p>
PE and Sport	<p>Cricket BIG QUESTION: How do you score runs and how do you get a batter out? Know / Understand: How to score runs by running between wickets. How to position body to bowl overarm. How to hit the ball with more power. How to intercept a moving ball.</p> <p>Skills: Throw and catch ball with increasing accuracy. Running between wickets to score runs. Intercepting the ball over varying distances. Overarm bowling. Attempting the pull shot. Stopping a bouncing ground ball.</p> <p>Fitness Circuits Know / Understand: How to raise our heart rate. How to discuss what is happening to our bodies during and after exercise. The principles of an AMRAP workout.</p> <p>Skills: To use co-ordination in our exercises. To perform a range of exercises. To replicate a warm-up accurately. To demonstrate determination under time pressure.</p>	<p>Athletics BIG QUESTION: What can I do with my body to create greater speed and longer jumps? Know / Understand: How to use body to create speed in running. How to take-off on one foot. How to use body position in throwing objects. How to give feedback to others in a group.</p> <p>Skills: Aiming at targets. Accelerating over short distances. Take-off on one foot when running. Sling throw technique (discus). Exchanging a baton when running with team mates. Working with others to improve performance.</p> <p>Swimming Know / Understand: How to use basic breathing patterns when swimming. How to submerge, sink, roll and rotate underwater. How to stay safe in the water at all times.</p> <p>Skills: To jump in and submerge in water. To use front crawl leg action. To move forward with face in the water using sculling action. To float on back using backstroke legs to move forward.</p>

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	To identify what we find challenging and why.	
MFL	<p>Me Presento</p> <p>Know/Understand How to introduce themselves in Spanish using simple sentences. Key vocabulary and phrases related to personal information, including:</p> <ul style="list-style-type: none"> • Name • Age • Place where they live • Nationality <p>How to ask and answer simple questions about personal details. That language can be manipulated to create different sentences using familiar vocabulary and structures. How previously learned vocabulary and phrases can be combined with new language to communicate more effectively. Basic grammatical features that help make sentences accurate and meaningful in Spanish.</p> <p>Skills Present themselves orally in Spanish with increasing confidence and accuracy. Write simple sentences about themselves in Spanish. Ask and respond to questions about personal information. Use previously learned vocabulary alongside new vocabulary in speaking and writing activities. Apply basic grammatical knowledge to adapt and create their own sentences. Pronounce familiar Spanish words and phrases clearly. Read and understand simple questions and statements relating to personal information. Build longer responses by combining words and phrases they have learned across different units.</p>	<p>Mi Familia</p> <p>Know/Understand Vocabulary for members of the family in Spanish. How to describe their own family or a fictitious family using simple sentences. The meaning and use of possessive language in Spanish (e.g. <i>my, his/her</i>). How previously learned vocabulary and language structures can be combined with new learning to communicate more effectively. That sentences can be adapted to talk about different people by changing the subject. Basic grammatical features that support communication about themselves and others. The difference between speaking about themselves (first person singular) and speaking about someone else (third person singular).</p> <p>Skills Present information about a family in both spoken and written Spanish. Use family-related vocabulary accurately in context. Apply possessive language to describe relationships within a family. Ask and answer simple questions about family members. Combine previously learned and newly acquired vocabulary to create longer sentences. Adapt sentences from first person singular to third person singular. Use basic grammatical knowledge to create more personalised responses. Read, understand and write simple descriptions of families. Speak with increasing confidence and accuracy when describing people and relationships.</p>