



Curriculum Overview

Year 4 Spring Term

Subject	Content
Religious Education	<p>Christmas</p> <ul style="list-style-type: none">• show a deeper knowledge of the stories of the birth of John the Baptist and the birth of Jesus• explore the part of the angels in the stories above and know that they are heralds of important messages• consider ways in which Christians today are heralds of the message of Christ• know and be able to explain some of the Church's customs for celebrating the birth of Christ <p>Old Testament: Moses King David</p> <ul style="list-style-type: none">• 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 <p>Lent: Living As Followers of Jesus Today</p> <ul style="list-style-type: none">• 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 <p>Holy Week</p> <ul style="list-style-type: none">• 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:

Myths and legends

- understand what a legend is
- begin to understand, recognise and use the present perfect form
- identify powerful adjectives and verbs in a written description

Stories about times past

- discuss the old-fashioned language used in texts
- recognise powerful verbs used in a story
- identify other features used by an author for imagery
- compare direct speech with indirect or reported speech

Information texts

- use conjunctions to form compound sentences
- use conjunctions to add interest

Chronological reports

- consider the impact of language, structure and presentation
- write correctly punctuated dialogue
- extend sentences with time/cause details using adverbs, prepositions and conjunctions

List poems and kennings

	<ul style="list-style-type: none"> • identifying features of list poems • discussing concrete and abstract ideas • discussing the use of hyphens in kenning (and list) poems <p>Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> • 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
<p>Mathematics</p>	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for multiplication tables up to 12×12 • 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 problems and harder correspondence problems such as n objects are connected to m objects <p>Area</p> <ul style="list-style-type: none"> • find the area of rectilinear shapes by counting squares <p>Fractions</p> <ul style="list-style-type: none"> • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator

	<p>Decimals</p> <ul style="list-style-type: none"> • recognise and write decimal equivalents of any number of tenths or hundredths • find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths • solve simple measure and money problems involving fractions and decimals to two decimal places • convert between different units of measure [for example, kilometre to metre]
<p>Chemistry</p>	<p>States of Matter</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • demonstrate that changes of state are reversible changes
<p>Physics</p>	<p>Electricity</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs,

	<p>the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> • use recognised symbols when representing a simple circuit in a diagram
<p>Computing</p>	<p>We are musicians</p> <ul style="list-style-type: none"> • 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 <p>We are HTML editors</p> <ul style="list-style-type: none"> • 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
<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.</p> <p>(See Creative Curriculum Two Year Cycle).</p>	
<p>YEAR A</p> <p>Spring : Leaders</p> <p>Main focus: History Exploring the hierarchy of the leadership in Ancient Rome using evidence from Pompeii</p> <ul style="list-style-type: none"> • place some historical periods in a chronological framework • use sources of information in ways that go beyond simple observations to answer questions about the past • communicate his/her learning in an organised and structured way, using appropriate terminology • use historic terms related to the period of study 	<p>YEAR B</p> <p>Spring : Water</p> <p>Main focus: Geography - Exploring Europe – weather patterns, lakes and rivers</p> <ul style="list-style-type: none"> • explain about key natural resources e.g. water in the locality • explore weather patterns around parts of the world • understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc • understand the effect of landscape features on the development of a locality

<ul style="list-style-type: none"> • understand that sources can contradict each other • use a variety of resources to find out about aspects of life in the past <p>Secondary focus: Geography - Exploring Europe – weather patterns,</p> <ul style="list-style-type: none"> • explore weather patterns in Europe • understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc • use maps, atlases and a globe to locate places that made up the Roman Empire and compare with Europe today • recognise the different shapes of continents • draw accurate maps with more complex keys and / or demonstrate patterns 	<ul style="list-style-type: none"> • identify where countries are within Europe; including Russia • understand why there are similarities and differences between places • recognise that people have differing quality of life living in different locations and environments <p>Secondary focus: History- investigating Pompeii- a natural disaster</p> <ul style="list-style-type: none"> • communicate his/her learning in an organised and structured way, using appropriate terminology • understand that sources can contradict each other • use a variety of resources to find out about aspects of life in the past
<p>Physical Education</p>	<p>Strike and Field:</p> <ul style="list-style-type: none"> • throw an object with varying speed and accuracy • throw an object or ball overarm • choose appropriate positioning when fielding • intercept an object or ball • work collaboratively in small teams <p>Net Games</p> <ul style="list-style-type: none"> • develop reaction time and agility • explore backhand hitting • attempt an overhand serve in tennis • develop knowledge of returning & rallying • attempt to 'spike' in volleyball
<p>PSHE</p>	<ul style="list-style-type: none"> • gives their opinions and makes informed contributions in discussions and debates