



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
English	<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

Fables

- develop dialogue, to include powerful language
- write correctly punctuated dialogue
- write compound sentences, adapting simple sentences
- use conjunctions, to express time or cause

Instructions and explanations

- identify features of instructions including type of vocabulary used
- understand the use of flow charts in explanatory texts
- recognise verbs in the present tense
- understand the use of summaries in explanatory texts

Persuasive writing

- learn how to use prepositions
- write sentences using adjectives and prepositions
- assemble a persuasive poster
- distinguish possessive apostrophes from those used in contractions

Nonsense poems

- use phonological knowledge to decode nonsense words
- identify syllabic structure of limericks
- identify adverbial phrases in poems
- discuss how language changes and evolves
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Grammar, Punctuation and Spelling

- 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

	<ul style="list-style-type: none"> • 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 • all Standard 4 punctuation correctly used • be aware of the use of connectives, adverbs, adverbial phrases, conjunctions, to structure an argument
Mathematics	<p>Addition Decimals</p> <ul style="list-style-type: none"> • compare numbers with the same number of decimal places up to two decimal places • round decimals with one decimal place to the nearest whole number • 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 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths <p>Money</p> <ul style="list-style-type: none"> • estimate, compare and calculate different measures, including money in pounds and pence • solve simple measure and money problems involving fractions and decimals to two decimal places <p>Time</p> <ul style="list-style-type: none"> • convert between different units of measure [for example, kilometre to metre; hour to minute] • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days <p>Statistics</p> <ul style="list-style-type: none"> • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>Properties of Shape</p> <ul style="list-style-type: none"> • identify acute and obtuse angles and compare and order angles up to two right angles by size • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

	<ul style="list-style-type: none"> • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry <p>Position and Direction</p> <ul style="list-style-type: none"> • describe positions on a 2-D grid as coordinates in the first quadrant • plot specified points and draw sides to complete a given polygon • describe movements between positions as translations of a given unit to the left/ right and up/ down
Biology	<p>Animals including Humans</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey • compare the diets of different animals • list foods that are unhealthy and explain why
Computing	<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 • develop collaboration skills • develop proof reading 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 • practise using presentation software and optionally video

Creative Curriculum

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.

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).

YEAR A

Summer : Sport and Leisure/ Team work

Main focus: Music – Composing- using the topic theme as a stimulus for their own work then performing as part of an ensemble.

- identify and recall rhythmic and melodic patterns
- identify repeated patterns used in a variety of music (ostinato)
- analyse and comment on how sounds are used to create different moods
- explore and perform different types of accompaniment
- create textures by combining sounds in different ways
- improvise simple tunes based on the pentatonic scale
- compose descriptive music in pairs and make improvements to their own work
- perform with awareness of different parts

Secondary Focus: History / Geography Project extending some of the work taught over the year.

YEAR B

Summer : Our Wonderful World

Main focus: Art and Design: exploring painted landscapes

- select and record from first hand observation, experience and imagination, and explore ideas in a sketch book
- explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- make informed choices in drawing inc. paper and media
- alter and refine drawings and describe changes using art vocabulary
- explore relationships between line and tone, pattern and shape, line and texture
- make and match colours with increasing accuracy
- use more specific colour language e.g. tint, tone, shade, hue
- plan and create different effects and textures with paint

YEAR A

Summer 2 : Beside the Seaside

Main focus: Art and Design: exploring 3D seats (deckchairs).

YEAR B

Summer 2: Food Glorious Food

Main focus: Music – composing

- identify and recall rhythmic and melodic patterns

<p>We will look at the structure and moveable parts in a deckchair and design and make our own 3D models</p> <ul style="list-style-type: none"> • explore the roles and purposes of artists, craftspeople and designers working in different times and cultures • compare ideas, methods and approaches in their own and others' work and say what they think and feel about them • adapt their work according to their views and describe how they might develop it further • alter and refine drawings and describe changes using art vocabulary • collect images and information independently in a sketchbook • explore relationships between line and tone, pattern and shape, line and texture • use a variety of materials to build a 3D design • explore ways of joining materials 	<ul style="list-style-type: none"> • identify repeated patterns used in a variety of music (ostinato) • identify ways sounds are used to accompany a song • analyse and comment on how sounds are used to create different moods • explore and perform different types of accompaniment • explore and select different melodic patterns • recognise and explore different combinations of pitch sounds • identify melodic phrases and play them by ear • create textures by combining sounds in different ways • create music that describes contrasting moods/emotions • improvise simple tunes based on the pentatonic scale • compose descriptive music in pairs and make improvements to their own work • create an accompaniment to a known song • perform with awareness of different parts • according to what they need for the task • show increasing independence and creativity with the painting process • research, create and refine a print using a variety of techniques
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<p>Physical Education</p>	<p>Dance</p> <ul style="list-style-type: none"> • express cheeky and over the top dynamics • demonstrate physical skill – flexed wrists • demonstrate Charleston technique – footwork patterns • demonstrate relationships - mirroring • demonstrate contrasting levels in still positions <p>Athletics</p> <ul style="list-style-type: none"> • jump for height & distance • explore different body positions in flight
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	<ul style="list-style-type: none">• jump hurdles with developing technique• communicate clearly with partners & team mates• locate some of the major muscles in the body
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