



# 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>RSE</b>	<p><b>Created and Loved by God</b></p> <ul style="list-style-type: none"> <li>• In these sessions we explore understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.</li> </ul>
<b>English</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• can tackle unfamiliar and challenging text with confidence</li> </ul>

- 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

	<ul style="list-style-type: none"> <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> </ul>
<p><b>Mathematics</b></p>	<p><b>Addition Decimals</b></p> <ul style="list-style-type: none"> <li>• compare numbers with the same number of decimal places up to two decimal places</li> <li>• round decimals with one decimal place to the nearest whole number</li> <li>• recognise and write decimal equivalents to <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> <math>\frac{3}{4}</math></li> <li>• 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</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• estimate, compare and calculate different measures, including money in pounds and pence</li> <li>• solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</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>Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• identify acute and obtuse angles and compare and order angles up to two right angles by size</li> </ul>

	<ul style="list-style-type: none"> <li>• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <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> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• plot specified points and draw sides to complete a given polygon</li> <li>• describe movements between positions as translations of a given unit to the left/ right and up/ down</li> </ul>
<b>Biology</b>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> <li>• compare the diets of different animals</li> <li>• list foods that are unhealthy and explain why</li> </ul>
<b>Computing</b>	<p><b>Unit 7 – Effective Searching</b></p> <p><b>Using a Search Engine</b></p> <ul style="list-style-type: none"> <li>• Children can structure search queries to locate specific information.</li> </ul> <p><b>Use Search Effectively to Answer Questions</b></p> <ul style="list-style-type: none"> <li>• Children have used search to answer a series of questions.</li> <li>• Children have written search questions for a friend to solve.</li> </ul> <p><b>Reliable Information Sources</b></p> <ul style="list-style-type: none"> <li>• Children can analyse the contents of a web page for clues about the credibility of the information.</li> </ul> <p><b>Unit 8 – Hardware Investigators</b></p> <p><b>Hardware</b></p> <ul style="list-style-type: none"> <li>• Children can name the different parts of a desktop computer.</li> <li>• Children know what the function of the different parts of a computer is.</li> </ul> <p><b>Parts of a Computer</b></p> <ul style="list-style-type: none"> <li>• Children have created a leaflet to show the function of computer parts.</li> </ul>

## **Unit 9 – Making Music**

### **Understanding Music**

- Children can use appropriate musical language to discuss a piece of music.
- Children can identify sounds in a piece of music.
- Children can explain how a piece of music makes them feel.

### **Rhythm and Tempo.**

- Children can identify and recall a simple rhythm.
- Children can explain what tempo is, and how changing it can change the mood of a piece of music.
- Children can create their own simple rhythm using Busy Beats.

### **Melody and Pitch**

- Children can show an understanding of melody.
- Children can create a simple melodic pattern using 2Sequence and Busy Beats.
- Children can use a variety of notes, experimenting with pitch.

### **Creating Music**

- Children can explore and understand how music is created.
- Children can experiment with pitch, rhythm, and melody to create a piece of house music on Busy Beats.

## 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"> <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>• alter and refine drawings and describe changes using art vocabulary</li> <li>• collect images and information independently in a sketchbook</li> <li>• explore relationships between line and tone, pattern and shape, line and texture</li> <li>• use a variety of materials to build a 3D design</li> <li>• explore ways of joining materials</li> </ul>	<ul style="list-style-type: none"> <li>• identify repeated patterns used in a variety of music (ostinato)</li> <li>• identify ways sounds are used to accompany a song</li> <li>• analyse and comment on how sounds are used to create different moods</li> <li>• explore and perform different types of accompaniment</li> <li>• explore and select different melodic patterns</li> <li>• recognise and explore different combinations of pitch sounds</li> <li>• identify melodic phrases and play them by ear</li> <li>• create textures by combining sounds in different ways</li> <li>• create music that describes contrasting moods/emotions</li> <li>• improvise simple tunes based on the pentatonic scale</li> <li>• compose descriptive music in pairs and make improvements to their own work</li> <li>• create an accompaniment to a known song</li> <li>• perform with awareness of different parts</li> <li>• 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>
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<p><b>Physical Education</b></p>	<p><b>Strike and Field Games</b> <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• throw an object with varying speed and accuracy. throw an object or ball overarm.</li> <li>• choose appropriate positioning when fielding.</li> <li>• intercept an object or ball.</li> <li>• work collaboratively in small teams.</li> </ul>
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	<p><b>Athletics</b> <b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• to jump for height &amp; distance. to explore different body positions in flight.</li> <li>• to jump hurdles with developing technique.</li> <li>• communicate clearly with partners &amp; team mates.</li> <li>• to locate some of the major muscles in the body.</li> </ul>
<b>MFL</b>	<p><b>At the Cafe</b></p> <ul style="list-style-type: none"> <li>• In this unit the children will learn how to:</li> <li>• Order from a selection of foods from a French menu.</li> <li>• Order from a selection of drinks from a French menu.</li> <li>• Order a French breakfast.</li> <li>• Order typical French snacks.</li> <li>• Ask for the bill.</li> <li>• Remember how to say hello, goodbye, please and thank you.</li> </ul> <p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>• In this unit the children will learn how to:</li> <li>• Tell somebody in French the key elements animals and plants need to survive in their habitat.</li> <li>• Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>• Tell somebody in French which animals live in these different habitats.</li> <li>• Tell somebody in French which plants live in these different habitats.</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>