

# Summer Term Curriculum Overview Year 4

<p style="text-align: center;"><b>English</b></p> <p><b>Key texts –</b>  <b>Grandpa Chaterjee</b>  <b>Wind in the Willows</b>  <b>Why the Whales Came</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words &amp; phrases that capture the imagination</li> <li>Retrieve &amp; record information</li> <li>Make inferences &amp; justify predictions</li> <li>Recognise a variety of forms of poetry</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Correctly spell common homophones</li> <li>Increase regularity of handwriting</li> <li>Plan writing based on familiar forms</li> <li>Organise writing into paragraphs</li> <li>Use simple organisational devices</li> <li>Proof-read for spelling &amp; punctuation errors</li> <li>Evaluate own and others' writing</li> <li>Read own writing aloud</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use wider range of conjunctions</li> <li>Use perfect tense appropriately</li> <li>Select pronouns and nouns for clarity</li> <li>Use &amp; punctuate direct speech</li> <li>Use commas after front adverbials</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Articulate &amp; justify opinions</li> <li>Speak audibly in Standard English</li> <li>Gain, maintain &amp; monitor interest of listeners</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>States of matter: solids, liquids and gases, cooling, heating, evaporation and condensation, links to the water cycle.</li> <li>Living things and their habitats: grouping and classifying living things, using classification keys, recognising that environments can change and that this can pose a threat to living things</li> </ul>	<p style="text-align: center;"><b>Design &amp; Technology</b></p> <p><b>To design a moving model of a river creature</b></p> <ul style="list-style-type: none"> <li>To understand how a closed pneumatic mechanisms (hydraulic) work</li> <li>To create a closed pneumatic system</li> <li>Making products fit for purpose</li> <li>Design skills</li> <li>Technical and making skills</li> <li>Evaluating skills</li> </ul>	<p style="text-align: center;"><b>Maths</b></p> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Know all tables to 12 x 12</li> <li>Use negative whole numbers</li> <li>Round numbers to nearest 10, 100 or 1000</li> <li>Use Roman numerals to 100 (C)</li> <li>Column addition &amp; subtraction up to 4 digits</li> <li>Multiply &amp; divide mentally</li> <li>Use standard short multiplication</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Compare 2-d shapes, including quadrilaterals &amp; triangles</li> <li>Find area by counting squares</li> <li>Calculate rectangle perimeters</li> <li>Estimate &amp; calculate measures</li> <li>Identify acute, obtuse &amp; right angles</li> <li>Identify symmetry</li> <li>Use first quadrant coordinates</li> <li>Introduce simple translations</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Use bar charts, pictograms &amp; line graphs</li> </ul> <p><b>Fractions &amp; decimals</b></p> <ul style="list-style-type: none"> <li>Recognise tenths &amp; hundredths</li> <li>Identify equivalent fractions</li> <li>Add &amp; subtract fractions with common denominators</li> <li>Recognise common equivalents</li> <li>Round decimals to whole numbers</li> <li>Solve money problems</li> </ul>
	<p style="text-align: center;"><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Striking and Fielding – learning skills and tactics necessary to play Dartmoor 3 Ball</li> <li>OOA – Orienteering and team building, using Decoy Country Park, and linking to geography map work</li> </ul>	<p style="text-align: center;"><b>History</b></p> <p>None this term</p>	

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	<p style="text-align: center;"><b>Geography</b> <b>Rivers topic</b> to include</p> <ul style="list-style-type: none"> <li>• How a river is born</li> <li>• The journey of a river</li> <li>• The water cycle</li> <li>• Fresh water and salt water</li> <li>• Estuaries and deltas</li> <li>• Great rivers of the world</li> <li>• Rivers for people focusing on the human geography of rivers</li> <li>• Building geographical skills including mapwork focusing on keys, compasses and grid references</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Use voice &amp; instruments with increasing accuracy, control and expression</li> <li>• Improvise &amp; compose music</li> <li>• Listen with attention to detail</li> <li>• Appreciate wide range of live &amp; recorded music</li> </ul>	<p style="text-align: center;"><b>Art &amp; Design</b> <b>Topic study of Rivers</b></p> <ul style="list-style-type: none"> <li>• Using sketching media to make drawings from observation or rivers</li> <li>• Study of Claude Monet waterlilies, using oil pastel and paint</li> <li>• Using print techniques including stencils and monoprint to create abstract river scenes</li> </ul>
	<p style="text-align: center;"><b>Modern Foreign Languages</b> <b>Japanese</b></p> <p>Learn to ask and answer simple questions and describe simple nouns in terms of colour, in order to:</p> <ul style="list-style-type: none"> <li>• Engage in conversations;</li> <li>• ask and answer questions;</li> <li>• express opinions and respond to those of others;</li> <li>• seek clarification and help appreciate stories, songs, poems and rhymes in the language.</li> <li>• Describe people, places, things and actions orally</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p>Using Espresso Coding and Scratch to create simple games with <b>repetition</b> and <b>conditionals</b> and selection in order to:</p> <ul style="list-style-type: none"> <li>• Design &amp; write programs to achieve specific goals, including solving problems</li> <li>• Use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</li> <li>• Use an efficient procedure to simplify a program.</li> <li>• Use a variety of tools to create a program.</li> <li>• Recognise an error in a program and debug it.</li> <li>• Use internet safely and appropriately</li> <li>• Online safety</li> <li>• Identify key words to use when searching safely on the World Wide Web.</li> <li>• Consider the reliability of information I read on the World Wide Web.</li> <li>• Create a hyperlink to a resource on the World Wide Web.</li> </ul>	<p style="text-align: center;"><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• Exploration of the significance of Pentecost to Christians</li> <li>• What does it mean to Hindu in Britain today?</li> </ul>