

Cycle A

Year 4 Curriculum Map – Summer Term 1

Well Being:

As **Mindful Learners** we will be introducing the theme of families and relationships and understanding that they are varied and need to be respected.

As **Athletes** we will be learning about striking and fielding games and developing team skills.

As **Athletes** we are developing our running, jumping and throwing technique.

As **Members of Society**, we understand the importance of spending money wisely and saving.

As **Open-Minded Learners** we will be making connections between what different religions believe about God.

World:

As **Scientists** we will identify how sounds are made and associate this with vibrations and how they travel through the air. We will also explore patterns of pitch and volume.

As **Linguists** we will learning to use BSL. We will start with greetings and finger spelling.

As **Historians** we will learn about the effects of the Anglo-Saxon settlements in Britain.

As **Communicators** we use our speaking and listening skills through performance and verbal explanations and descriptions.

Future:

As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: Writing for suspense, instructions, dialogue, persuasive arguments and explanations.

As **Mathematicians** we will recognise and write decimal equivalents of any number of tenths or hundredths, recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, round decimals with one decimal place to the nearest whole number, compare numbers with the same number of decimal places up to two decimal places, solve simple measure and money problems involving fractions and decimals, find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

As **Musicians** we will practice playing musical instruments. We will learn to both play notes and chords in a lead up to performing short pieces of music.

As **Technicians** we will review our coding knowledge and use arrange of commands to create a range of programs.

As **Artists** we will be experimenting with tone, texture and proportion to give our artwork a three-dimensional effect.

Cycle A

Year 4 Curriculum Map – Summer Term 1

ENGLISH: (Writing):

Texts; Anglo-Saxon Boy, Beowulf, Pandora (film unit)

Poetry: Kennings

- Stories with a theme
- Narrative poetry
- Identify themes & conventions
- Discuss words & phrases that capture the imagination
- Use & punctuate direct speech
- proof-read to check for errors in spelling, grammar and punctuation
- indicate possession by using the possessive apostrophe with plural nouns
- Place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals
- Write sentences that include: Conjunctions, adverbs, direct speech, punctuated correctly, clauses, adverbial phrases.

ENGLISH: (Reading):

English Book Focus – The Final Year (Poetry/Spoken Word)

Wonder – (narrative)

Short Film – The Lego Story - (factual)

- Non-chronological report
- Letters
- Character descriptions
- Narratives
- Biography
- Develop a legible personal handwriting style

Reading:

- Read for a range of purposes, make predictions
- Define text-specific vocabulary and search for synonyms/antonyms

Grammar: 'Ready to Write': Relative clauses, indicating possibility, adverbs, parenthesis, commas, perfect tense)

Maths:

Number: Decimals

Recognise and write decimal equivalents of any number of tenths or hundredths

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$

Round decimals with one decimal place to the nearest whole number

Compare numbers with the same number of decimal places up to two decimal places

Solve simple measure and money problems involving fractions and decimals

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Measurement: Money

Estimate, compare and calculate different measures, including money in pounds and pence

Measurement: Time

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.

Statistics

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.

Phonics / Spelling / Handwriting:

ACTIVE Maths:

See Maths curriculum

Cycle A

Year 4 Curriculum Map – Summer Term 1

SCIENCE: Y4 M5 Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

HUMANITIES - History: (Geography taught next half-term)

British History 3: Anglo Saxons - How hard was it to invade and settle in Britain?

Pupils who are secure will be able to:

Explain how the Britons felt when the Romans left Britain.
Suggest reasons for the Anglo-Saxon invasion of Britain.
Name the key features of Anglo-Saxon settlements.
Identify changes and continuities in settlements from prehistoric Britain.
Make inferences about artefacts.
Describe how Anglo-Saxon beliefs changed.
Explain how missionaries spread Christianity.
Explain the threat the Vikings posed to the Anglo-Saxons.
Identify the qualities needed to be a monarch in 1066.

COMPUTING:

Coding

To use coding knowledge to create a range of programs.

To understand the importance of nesting.

To design and create an interactive scene.

ART/DESIGN & TECHNOLOGY:

Drawing – Exploring tone and texture

Create a three-dimensional effect by using contrasting tones to show light and dark.

Combine lines and marks to represent different textures.

Use lines and marks in different ways to represent dark and light areas

RELIGIOUS EDUCATION:

Hindus, Christians and Muslims.

L2.1 What do different people believe about God?

PHYSICAL EDUCATION (Athletics):

Athletics - Running, throwing and jumping

To be able to run for 10 minutes without stopping, improve throwing and jumping distances with good technique.

PHYSICAL EDUCATION (Games / Swimming):

Striking/fielding Games - Developing striking & fielding skills

To be able to strike a ball into a specific area.

PSHE:

Economic wellbeing

Spending choices, Budgeting, Money & Emotions, Jobs & Careers, Gender & Careers

PSHE – Show Racism the Red Card

How to be an ally (Primary)

MUSIC:

Children will be studying and learning songs from Charanga.

BRITISH SIGN LANGUAGE: (Pilot year)

-Greetings

-**Finger** spelling- names

-**School**/classroom signs

-Transport

-**Affirmation** signs