

Curriculum Overview For Year 4

ENGLISH			Art and Design	Computing
<p>Reading Secure decoding of unfamiliar words Read for a range of purposes Retell some stories orally Discuss words & phrases that capture the imagination Identify themes & conventions Retrieve & record information Make inferences & justify predictions Recognise a variety of forms of poetry Identify & summarise ideas</p>	<p>Writing Correctly spell common homophones Increase regularity of handwriting Plan writing based on familiar forms Organise writing into paragraphs Use simple organisational devices Proof-read for spelling & punctuation errors Evaluate own and others' writing Read own writing aloud</p>	<p>Grammar Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials</p> <p>Speaking & Listening Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners</p>	<p>Look at how landscapes have been portrayed; watercolours, sketches, drawings, photography. Look at artists such as Turner, Sisley, Corot, Monet. Reproduce 'The Wave' by Hokusai using a range of techniques, skills and resources. Visit local areas to sketch, photograph landscapes and then develop the images captured back in school. Hokusai – main artist of study; 36 views of Mt Fuji – 36 views of Mount Pleasant Local community areas</p> <p>Use of a range of materials to create messages for the Birdman – Andy Goldsworthy Early art work, eg cave paintings, making paints, dyes. Investigating patterns of colours and textures. Using natural objects to dye natural materials such as cotton and wool. Outdoor links – use of leaves, mud etc. Animal prints; natural patterns, design and create a natural pattern Landscape perspectives; how a mood of a landscape can change eg moonlight, sunrise Create wall hangings of prints of naturally occurring images. Weaving and links to DT project.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

<p>By the end of Year 3 and Year 4, pupils should be able to spell the following:</p> <p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though although thought through various weight woman women</p>			<p>Design and Technology</p> <p>Combine a variety of materials to recreate moving mechanisms such as windmills and turbines. Look at how ideas about renewable energy are being developed throughout the world. Use electrical switches and simple circuits as part of the design. Plan/design an eco house, what would be the best features to ensure that all energy is self produced, water is saved/recycled.</p> <p>Create a torch</p> <p>Create an eco-house for the island – with turbine/windmill</p> <p>Design a rain gauge (links to science/geography)</p> <p>Cooking focus – root vegetables. Look at seasonability, prepare and cook roast vegetables for tasting eg Mediterranean vegetables and English root winter vegetables.</p> <p>Creating shelters, combining materials that have different properties testing materials for their suitability to be used for a specific purpose ie transparent for windows, waterproof for roofs etc.</p> <p>Den building activity – either at Forest School or school playground.</p> <p>Use weaving, sewing, plaiting to make other materials/objects that can be used to help keep people warm in a shelter or be used with other utensils.</p> <ul style="list-style-type: none"> • Using recycled/unwanted materials to create a sculpture. • Using unwanted materials to create a musical instrument • Enterprise; recycled jars/tins, create personalised pencil pots, trinket boxes, candle holders. 	<p>Geography</p> <p>Carry out an investigation of different landscapes throughout the world. Data handling: look at average hours of daylight, rainfall, temperatures for example. Compare and contrast different locations. Investigate how climate change may have had an impact on different areas of the world, eg the impact of change in rainfall and the impact on food production.</p> <p>Compare and contrast Isles of Scilly to urban landscape</p> <p>Natural geography; tidal waves; tsunami, whale migration, beaching phenomena</p> <p>Rain gauge (home learning) measuring and recording rainfall (link to science)</p> <p>Living off the land; fresh water fishing, growing food, making items out of re-usable items (flotsam/jetsam)</p> <p>Water Cycle</p> <p>Look at maps of settlements and locations of cities, identify characteristics of some older villages eg near to clean water supply or transport links. How have settlements changed the landscape over time. How has the expansion of industrial sites changed the landscape. How were local towns engaged in the medieval wool trade. Eg Ludlow, Shrewsbury. Visit the local canal and look at how this altered the local area, linked local industries and enabled goods to be transported to the wider world.</p> <p>Use of aerial views, maps, symbols and scales</p> <p>Local landscapes; Merry Hill, industrial landscapes.</p> <p>Chalk pits; what are they, where are they? Quarrying.</p> <p>Use and identify the 8 points to the compass.</p>

	Christmas and festival cards, enterprise work.	Use and identify features of OS maps using 4 – 6 figure grid references. Name and locate countries and cities of the UK, look at land use and any patterns eg use of ports and rivers.
<p style="text-align: center;">MATHEMATICS</p> <p>Number/Calculation Know all tables to 12 x 12 Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Column addition & subtraction up to 4 digits Multiply & divide mentally Use standard short multiplication</p> <p>Geometry & Measures Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectangle perimeters Estimate & calculate measures Identify acute, obtuse & right angles Identify symmetry Use first quadrant coordinates Introduce simple translations</p> <p>Data Use bar charts, pictograms & line graphs</p> <p>Fractions & decimals Recognise tenths & hundredths Identify equivalent fractions Add & subtract fractions with common denominators Recognise common equivalents Round decimals to whole numbers Solve money problems</p>		<p>Physical Education Swimming programme GYM Further develop the skills including travelling, space, balance, taking off and landing, turning and rolling. Use these skills to develop more co-ordinated and fluent sequences. Create and perform fluent sequences including variations in level, speed and direction with more control and precision. Continue to develop evaluation skills by identifying effectiveness and improvement.</p> <p>DANCE To use varying movement to create and perform dances including those from different times, places and cultures. Teach - Topic/Dance - music relating to water/movement or Travel and Invasion - two sides meeting in conflict. To develop previous skills including responding to different stimuli to create and perform a dance. Teach dance to Samba music and use samba drums as an accompaniment to develop strong musical patterns. To continue development in evaluation and suggesting how children are able to enhance their own and others performances.</p> <p>GAMES To develop playing small-sided and modified competitive net, striking/fielding and invasion games by using taught skills. To develop a greater understanding of rules, tactics, attacking and defending. To work in teams in order to be able to play competitive games. Teach rugby, netball. Develop previous skills and learn new ones to continue the understanding of working together in order to progress /keep the games going. Teach cricket/rounder's. Further development of athletic skills using various equipment to progress running, jumping, throwing activities. Teach athletics using tennis balls, batons, small/large javelins, shot puts, hurdles, distance mats.</p>

<p>Science</p> <p>Biology Classify living things Digestive system & teeth Food chains</p> <p>Chemistry Changes of state The water cycle</p> <p>Physics Sound as vibrations Electricity: simple circuits & conductors</p>	<p>History Island life and how this has changed over the years. Look at the migration of people throughout history eg the Vikings and Anglo-Saxons and how and why they settled in Britain. Look at the influences of their migration to the UK still around today. As a contrast, look at Ancient Greece and how their developments of their culture still influences life today. History of electrical power; constant developments, looking to the future History of money Create a timeline of changes to settlements in Britain Transport and movement of peoples by ship, across seas in the past and now. Investigate people who rely on water</p>	<p>Religious Education Exploring traditional stories re-told. Christmas, and winter customs which have become part of Christmas tradition but are not part of the Christian faith eg mistletoe, holly etc.</p> <p>Explore how stories are used in a variety of faiths to teach about religious ideas, eg Rama and Sita. Stories form the Sikh faith. What does it mean to be Sikh? (Compare and contrast with being a</p>	<p>Music Whole class tuition - recorders Listen to, creating and perform music that responds to moods and emotions; battle scenes of the invasion of the Vikings eg The Ride of the Valkyries, musical responses to landscapes studied in art or 'The Wave'.</p> <p>To be able to use call/response patterns both vocally and instrumentally and perform</p>	<p>MFL <u>Moi et mon ecole</u> Birthdays Dates days/months School subjects likes/dislikes Classroom instructions (close the door) Numbers 21 – 31</p> <p><u>Je mange</u> Food items Opinions of food – thoughts, preferences, favourites (Je pense, Je preference, mon plat preference) Healthy V unhealthy –</p>

	<p>transport for their living. Look at the migration of people throughout history eg the Vikings and Anglo-Saxons and how and why they settled in Britain. The development of the wool trade in local towns such as Shrewsbury and Ludlow. Dyes/ tapestry – eg planting of damson trees etc. Battle of Hastings 1066 The Bayeux Tapestry – use of dyed wool.</p>	<p>Christian) Stories vs truth (fact) and beliefs Look at and explore celebrations that take place as part of religious festivals; eg Easter. Use music to explore celebrations from Christianity and one other different faith. What is the meaning of Easter – good over evil. Study in more depth the parables from the New testament.</p>	<p>them eg; sea shanties and working sea songs. Know the history behind these songs and how they came about. Explore rhythm in music eg samba drumming, create and perform ‘rowing songs’. Listen to music that has strong rhythmic sequences and repeated patterns. Pupils can describe the effect that the music has on their emotions and thoughts about the music. Children can create their own percussion instrument from re-cycled materials. Use these instruments to compose, record on paper, and perform a simple percussion piece with a regular beat and rhythm pattern which can be repeated. A re-cycled band performance for Stig’s Stonehenge party.</p>	<p>c’est bon/mal pour vous Asking for food politely Asking/saying how much food costs <u>Mon corps</u> Naming the different parts of the body Describing hair and eyes (colour, texture, length) Describing people – giving someone’s names and talking about their basic appearance.</p>
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