Curriculum Overview for Year 4: Summer Term

English

Writing

My Story: Noor-un-Nissa Inayat Khan by Sufiya Ahmed

Skills:
Discussing and recording ideas
Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and increasing a range of sentence structures.
In narratives, creating settings, characters and plot
In non-narrative material, using simple and organisational devices (headings & subheadings)
Organising paragraphs around a theme
Proofread spelling and punctuation errors.
Proposing changes to grammar and vocabulary to improve consistency
Assessing the effectiveness of their own and others' writing
Extending the range of sentences with more than one clause by using conjunctions
Using commas after fronted adverbials
Indicating possession with possessive apostrophes with singular and plural
Using punctuation for direct speech

Knowledge:
Newspaper (Britain declaring war)
Discussion (Was it right to go to war?)
Diary (Noor's recount of being a spy).
Instructions (Air raid)
Biography (Research the life of Noor-un-Nissa Inayat Khan).
Explanation (Air raid shelter).
Persuasion ('Make do and mend' posters).
Poetry (Classic/narrative- Remembrance day).
Narrative-Dramatic conventions/film narrative (Based on MSNUNIK)
Novels and stories by significant children's authors. (Compare story structure, presentation of characters, active attitude towards reading, evaluate books, experiment with story openings, appeal of established authors, map out texts, write new scenes or characters).

Reading

'The Little Red Riding Hood'– Playscript based on traditional tales
'The Gunner's Day' by Author Unknown – World War 2 Poetry
'The Name Jar' by Yangsook Choi

Skills:
Retell some fairy tales or traditional tales orally
Perform plays and poetry aloud using intonation, tone, volume and action
Recognise some different forms of poetry
Use evidence to justify inferences
Draw inferences about feelings, thoughts & motives
Predict future events from details stated in the text
Read aloud and understand words based on knowledge of root words, prefixes & suffixes
Read further exception words, including those with unusual spelling or sounds
Check that a text makes sense, including explaining the meaning of words in context
Use dictionaries to check the meaning of words
Identify and summarise the main ideas drawn from more than one paragraph
Identify how language contributes to meaning
Use evidence to justify inferences
Use dictionaries to check the meaning of words
Discuss words/phrases which capture the reader's interest

Knowledge
Teaching should be directed towards developing their vocabulary.
Reading books that are structured in different ways.
Develop an understanding and enjoyment of stories.
Listen and discuss a wide range of fiction
Increasing familiarity with a range of books including *fairy stories (Cinderella)*, myths and legends.
Reading enables pupils to develop *culturally, emotionally, intellectually, socially* and spiritually

Religious Education

Worship and Sacred Places:
Hinduism & Judaism

Subject Endpoints:
Skills
Compare different worship

Knowledge
Know what a church is and its significance to Christians
Know what a synagogue is and its significance
Understand belonging

Religion Family and Community: Worship, Celebration and Way of Living:
Hinduism & Judaism

Subject Endpoints:
Skills
Compare prayer between different religions
Know personal values

Knowledge
Understand Muslim prayer
Know why Muslims pray
Understand Christian prayer
Know why Christians pray

Art

Oil Pastels (Georgia O'Keeffe)

Subject Endpoints
Skills:
Learn about great artists, architects and designers in history
Mix and blend oil pastels effectively
Create different variations of colour using oil pastel
Evaluate and analyse art using subject specific vocabulary
Review and revisit ideas
Knowledge
Learn about artist Georgia O'Keeffe
Develop techniques including use of materials (using oil pastels effectively)
Record observations

Science

Living Things and their Habitats

Skills (Working Scientifically):
Use and make simple guides or keys to explore local plants and animals
Make guides to local living things
Raising and answering questions based on observations

Knowledge:
Use the environment (Carlton) to raise and answer questions
Identify how the habitat changes throughout the year
Explore possible ways of grouping living things
Put vertebrate animals into groups
Plants can be grouped into categories
Explore human impact on environments

Electricity

Skills (Working Scientifically):
Observe patterns such as bulbs getting brighter

Knowledge:
Construct simple series circuits
Try different components
Draw the circuit as a pictorial representation
Realise why and how materials are better at conducting electricity
Take precautions when working with electricity

Design & Technology

Let There Be Light (Electricity)

Subject Endpoints
Skills
Explain how key events and individuals in design and technology have helped shape the world.
.
Develop design criteria and design.

Create a well-finished product.
Complete a detailed evaluation of my finished product .

Knowledge
Make and represent different types of circuits.
Make and use switches
Develop and communicate a design for my light.
Select materials and components to make my light.

Maths

Mass, Volume & Length

Knowledge
Estimate and measure mass, volume and length
Measure perimeter using cm and mm
Solve problems involving measure

Skills
Estimate mass to nearest kg
Measure mass
Convert between different units of measure
Measure volume in L using decimals
Convert different units of measure for volume
Measure height using M using decimals
Measure length in cm
Convert between cm and m
Convert between m and km
measure perimeter in cm and mm
Solve problems involving measurements

Geometry

Knowledge
Learn type of angles
Name and compare angles and use information when classifying triangles and quadrilaterals
Explore symmetry and symmetrical figures
Draw lines of symmetry on shapes and figures

Skills
Identify right, acute and obtuse angles
Compare and order angles by size
Compare and classify triangles
Compare and classify quadrilaterals
Identify lines of symmetry in 2D shapes
Complete a simple symmetrical figure
Draw a line of symmetry on a 2D shape
Compare and classify geometric shapes
Solve problems involving shape

Area

Knowledge:
Measure area by measuring surface coverage
They will find areas of figures that have squares and rectangles by counting and visualising
Apply knowledge of area to figures in different orientations

Skills:
Measure the surface an object covers
Find the area of rectilinear shapes by counting squares

Position and movement

Knowledge:
Describe the position of objects and figures
Describe points on grids using coordinates
Learn how to translate shapes using 'left' 'right' 'upwards and 'downwards'

Skills:
Describe positions on 2D grid as coordinates in the firsts 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

Roman Numerals

Knowledge
Learn to read and write Roman numerals
Learn how Roman numerals were used and how they are still used today.

Skills
Writ Roman numerals to 20
Write Roman numerals to 100
Use knowledge to solve problems involving Roman numerals

End-of-Year tests & Remediation

Geography & History

Geography

Carlton Explorers Fieldwork Study
Design questions to study about the local area – traffic survey.

Skills
Design questions to study about the local area
Identify local features
Undertake a geographical survey
Conduct a geographical investigation
Classify buildings
Use recognised symbols to mark out local areas of interest on my own map
Choose effective recording and presentation methods e.g. tables to collect data
Present data in an appropriate way using keys to make data clear
Draw conclusions from the data

Knowledge
Use geographical language to identify and explain some aspects of human and physical features and patterns
Use appropriate geographical vocabulary related to the topic
Describe places and features using simple geographical vocabulary
Identify the largest urban areas in Africa and the deserts/plains.
Compare two different regions in Africa (rural/urban).

History

We'll Meet Again
A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Skills
Place key events, people and changes into correct periods of time
Recognise that the past is represented and interpreted in different ways
Recall, select and organise information
Understand the social, cultural, religious and ethnic diversities n the past
Describe and make links between events and situations
Identify and describe reasons for and against historical events

Knowledge
Know how the war began
Know who were the axis and allies
Understand the Battle of Britain and the Blitz
Understand what rationing was
Know about the life of Anne Frank

Music

Lean On Me by Bill Withers
Genre: Soul / Gospel

Skills:
To sing in unison and listen to each other.
To play instrumental parts of a song by ear and / or notation using 4 notes; C, E, F and G

Knowledge:
Understand the style indicators of Soul and Gospel music
To listen and appraise 5 other Soul / Gospel songs using musical language: tempo, dynamics, hook, structure, melody, solo, pulse and rhythm.

PE

Athletics

Skills
Improve the height achieved from a vertical jump with a standing start position
Improve in a range of physical activities focused on improving agility, control and balance
Collaborate and compete with others in pursuit of personal bests
Develop agility, balance and co-ordination skills

Knowledge
Compare performances with previous ones and demonstrate improvement to achieve their personal best

Orienteering (School Site)

Subject Endpoints
Knowledge

Take part in orienteering activities

Striking and Fielding (Cricket)

Subject Endpoints
Skills
Use a bat to hit a ball with accuracy and control.
Accurately serve underarm.
Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.
Develop different ways of throwing and catching.
Move with the ball using a range of techniques showing control and fluency.
Pass the ball with increasing speed, accuracy and success in a game situation
Contribute towards helping their team to keep and win back possession of the ball in a team game.
Make the best use of space to pass and receive the ball

Knowledge
Use a range of attacking and defending skills and techniques in a game
Use fielding skills as an individual to prevent a player from scoring
Perform and apply skills and techniques with control and accuracy
Take part in a range of competitive games and activities.
Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
Modify their use of skills or techniques to achieve a better result.

Computing

Communicating: Animation
Subject Endpoints
Skills
Can discuss what makes a good animated film or cartoon and what their favourites are
Learn how animations are created by hand
Make a simple animation
Learn about onion skinning in animation
Can add backgrounds and sounds to animations
Know what 'stop motion' animation is and how it is created
Knowledge
Can create their own animations

Communication- Making Music
Subject Endpoints
Skills
Identify and discuss the main elements of music - • Pulse • Rhythm • Tempo • Pitch • Texture
Can understand and experiment with rhythm and tempo. Can create a melodic phrase
Knowledge
Can compose a piece of music

Computing – Hardware
Subject Endpoints
Skills
Can name the different parts of a desktop computer.
Know what the function of the different parts of a computer is
Can explain inputs and output devices.
Knowledge
Can recognise the main component parts of hardware which allow computers to join and form a network.

Computing – Logo
Subject Endpoints
Skills
Learn the structure of the language of Logo
Input simple instructions in Logo
Create Logo instructions to draw patterns of increasing complexity
Use the Repeat function in Logo to create shapes
Use and build procedures in Logo
Knowledge
Program using Logo

Online Safety We follow 'Education for a Connected World':
Online Relationships
Knowledge
Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice
Self-Image and Identity
Knowledge
Shaping online identities and the impact of media influences

Foreign Languages

French

Subject Endpoints
Skills
Identify words/short phrases and recognise/compare different sounds.
Ask and answer a wider range of questions.
Memorise and present a short spoken text.
Read and understand a range of familiar written phrases.
Read a wider range of words, phrases and sentences aloud.
Write some familiar words and phrases without help.

Knowledge
Discuss festivals and celebrations in different cultures.
Compare aspects of everyday life at home and abroad
Identify similarities in some traditional stories

PSHRE

Relationships

Subject Endpoints
Knowledge
Recognise situations which can cause jealousy in relationships
Tell you about someone I know that I no longer see
Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
Understand what having a boyfriend/ girlfriend might mean

Skills
Identify feelings associated with jealousy and suggest strategies to problem solve when this happens.
Know how most people feel when they lose someone
Understand that we can remember people even if we no longer see them
Know how to stand up for myself and how to negotiate and compromise
Understand that boyfriend/girlfriend relationships are personal and there is no need to feel pressurised into having a partner

Changing Me

Subject Endpoints
Knowledge
Understand that some of my personal characteristics have come from my birth parents
Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.
Describe how a girl's body changes in order for her to be able to have babies when she is an adult
Identify changes that have been and may continue to be outside of my control that I learnt to accept.
Identify what I am looking forward to when I move to a new class.

Social and Emotional Skills
Appreciate that I am a truly unique human being
Understand that having a baby is a personal choice
Have strategies to help me cope with the physical and emotional changes.
Express my fears and concerns about changes