

Curriculum Overview for Year 4: Summer Term

<div>Writing</div> <div>My Story: Noor-un-Nissa Inayat Khan by Sufiya Ahmed</div> <div>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</div> <div>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 MSUNIK) 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).</div>		<div>Reading</div> <div>'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</div> <div>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</div> <div>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 <i>fairy stories</i> (<i>Cinderella</i>), myths and legends. Reading enables pupils to develop <i>culturally, emotionally,</i></div> <div><i>intellectually, socially and spiritually</i></div>		<div>Religious Education</div> <div>Worship and Sacred Places: <i>Hinduism & Judaism</i></div> <div>Subject Endpoints: Skills Compare different worship</div> <div>Knowledge: Know what a church is and its significance to Christians Know what a synagogue is and its significance Understand belonging</div> <div>Religion Family and Community: Worship, Celebration and Way of Living: <i>Hinduism & Judaism</i></div> <div>Subject Endpoints: Skills Compare prayer between different religions Know personal values</div> <div>Knowledge: Understand Muslim prayer Know why Muslims pray Understand Christian prayer Know why Christians pray</div>		<div>Art</div> <div>Oil Pastels (Georgia O'Keeffe)</div> <div>Subject Endpoints Skills: Learn about great artists, architects and designers in history Mix and blend oil pastels effectively to create tone, variation and texture Create different variations of colour using oil pastel Evaluate and analyse art using subject specific vocabulary Review and revisit ideas</div> <div>Knowledge: Learn about artist Georgia O'Keeffe Develop techniques including use of materials (using oil pastels effectively) Record observations</div>					
<div>Mass, Volume & Length</div> <div>Knowledge Estimate and measure mass, volume and length Measure perimeter using cm and mm Solve problems involving measure</div> <div>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</div>		<div>Geometry</div> <div>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</div> <div>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</div> <div>Area</div> <div>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</div> <div>Skills: Measure the surface an object covers Find the area of rectilinear shapes by counting squares</div>		<div>Maths</div> <div>Position and movement</div> <div>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'</div> <div>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</div>		<div>Roman Numerals</div> <div>Knowledge Learn to read and write Roman numerals Learn how Roman numerals were used and how they are still used today.</div> <div>Skills Write Roman numerals to 20 Write Roman numerals to 100 Use knowledge to solve problems involving Roman numerals</div>		<div>Science</div> <div>Living Things and their Habitats</div> <div>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</div> <div>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</div> <div>Electricity</div> <div>Skills (Working Scientifically): Observe patterns such as bulbs getting brighter</div> <div>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</div>		<div>Design & Technology</div> <div>Let There Be Light (Electricity)</div> <div>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 .</div> <div>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.</div>	
<div>PE</div> <div>Athletics</div> <div>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 Compare performances with previous ones and demonstrate improvement to achieve their personal best</div> <div>Knowledge: Compare performances with previous ones and demonstrate improvement to achieve their personal best</div> <div>Orienteering (School Site)</div> <div>Subject Endpoints Knowledge Take part in orienteering activities</div>		<div>Striking and Fielding (Cricket)</div> <div>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</div> <div>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.</div>		<div>Computing</div> <div>Computer Science – Logo – Text-based programming</div> <div>Subject Endpoints Skills In this unit, the children will learn the structure of Logo, a text-based programming language. They will input instructions in Logo to draw shape and letters. Using the repeat function in Logo will allow the children to create shape patterns so that they can use and build procedures in Logo. Knowledge Children can program using Logo and create patterns of increasing complexity.</div> <div>Digital Literacy Online Relationships Knowledge To describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). To give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. To explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</div> <div>Computing – Hardware Information Technology – Animation</div> <div>Subject Endpoints Skills In this unit, children will discuss what makes a good animated film or cartoon and what their favourites are. They will learn how animations are created by hand. They will then use animation software to create an animation learning about onion skinning and how to add backgrounds and sounds to animations. Finally they will learn what 'stop motion' animation is and how it is created. Knowledge Children can create their own animations adding other types of media such as sound, text and images.</div> <div>Self-image and Identity Knowledge To explain how an online identity can be different to an offline identity. To explain that others online can pretend to be someone else, including our friends, and can suggest reasons why they might do this. To describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</div>		<div>Geography</div> <div>Carlton Explorers Fieldwork Study</div> <div>Design questions to study about the local area – traffic survey.</div> <div>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</div> <div>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).</div> <div>History</div> <div>We'll Meet Again</div> <div>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</div> <div>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 in the past Describe and make links between events and situations Identify and describe reasons for and against historical events</div> <div>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</div>		<div>Music</div> <div>Lean On Me by Bill Withers</div> <div>Genre: Soul / Gospel</div> <div>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</div> <div>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.</div>			
<div>Foreign Languages</div> <div>French</div> <div>Subject Endpoints Skills Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases from previous units, communicate with others with confidence and accuracy, ask and answer questions (and incorporate a negative reply), read short pieces, write short phrases, understand the concept of gender and which articles to use for meaning, use the negative form and possessive adjectives</div> <div>Knowledge Order what you would like to eat and drink in a French tea room Describe the weather</div> <div>Au salon de thé & Quel temps fait-il?</div>		<div>Relationships</div> <div>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</div> <div>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</div>		<div>PSHRE</div> <div>Changing Me</div> <div>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</div>							