

Year 4 Spring Term – The New Curriculum Overview 2019

SUBJECT	1 st Half Term	2 nd Half Term
<p>English</p> <p>During the first week the children will complete the unit of story work from the end of the Autumn Term</p>	<p><u>Fiction – Myth – Ancient Myths</u> <u>Ancient Myths Collection by Geraldine McCaughrean</u></p> <ul style="list-style-type: none"> • read books that are structured in different ways and read for a range of purposes • use rich and varied vocabulary for effect on the reader • increase their familiarity with a wide range of books, including myths and legends • make writing more vivid using figurative language including both simile and metaphor • spell words that are often misspelt • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence • identify main ideas drawn from more than one paragraph and summarise these • use single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately • use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • use inverted commas and other punctuation to indicate direct speech • plan writing by discussing and recording ideas • create settings, characters and plot in narrative • Participate, speaking audibly in a range of situations e.g. drama, formal presentations and debates • Use appropriate intonation when orally rehearsing a range of sentences structures (including dialogue) <p><u>Non-Fiction: Persuasion</u> <u>Key Text Titles:</u> <i>The Day I Swapped My Dad for Two Goldfish by Neil Gaiman</i></p> <p>Skills focus (reading & writing):</p> <ul style="list-style-type: none"> • analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author’s viewpoint • evaluates texts for their appeal for the intended audience • identifies the structure and features of a range of non-fiction, narrative and poetry texts • uses techniques to get the reader on side i.e. addresses them to 	<p><u>Fiction – Take One Book</u> <u>Key Text:</u> <u>Leon and the Place Between</u> by Angela McAllister and Grahame Baker-Smith</p> <p><u>Skills focus (reading&writing):</u></p> <ul style="list-style-type: none"> • evaluates texts for their appeal on the intended audience • notes examples of descriptive language and explains the mood or atmosphere they create • identifies the way descriptive language and small details are used to build an impression of an unfamiliar place • evaluates the effectiveness of own and others’ writing and suggests improvements • uses single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately • uses fronted adverbials and commas after fronted adverbials • uses inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas • includes descriptive detail and makes writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor <p><u>Guided Reading</u> The children tackle different genres to suit their reading ability, including: stories with issues and dilemmas, modern fantasy, and historical texts.</p> <p><u>Independent Reading</u> The children will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina</p> <p><u>Spellings</u> Continuation of rules from Y4 curriculum. Activities will include routine spelling tasks, games, homework and dictation activities that include a range of the spellings being covered.</p> <p>The children will receive a new set of spellings every two weeks.</p>

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	<p>engage or influence</p> <ul style="list-style-type: none"> • organises or categorises information based on notes from several sources • includes details expressed in ways that engage the reader • uses single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately • uses fronted adverbials <i>e.g. Later that day, I heard the bad news</i> • selects appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition • uses commas after fronted adverbials • proof reads for spelling and punctuation errors • uses paragraphs to organise ideas around a theme • spells most words relating to the Y3/4 curriculum statements and word lists correctly, after independent proof-reading • spells most words relating to the statements from previous year groups correctly, after independent proof-reading 	
<p>Maths</p>	<p><u>The key skills study covered throughout the term will include:</u></p> <ul style="list-style-type: none"> • Counting in Multiples of 6, 7, 9, 25 and 1000 • Multiplication and Division Facts (Times Tables) • Factor Pairs, Integer Scaling and Correspondence Problems • Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws • Multiply and Divide a One or Two-digit Number by 10 and 100 • Measure – Conversion of Units • Measures – Compare, Estimate and Calculate • Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division • Round decimals with one decimal place to nearest whole number. • Work with numbers to two decimal places and add fractions with the same denominator. • Estimate, compare and calculate different measures including pounds and pence. • Identify right angles, those that are less than or greater than. • Find the effect of dividing a one or two digit number by 10 and 100 and the value of tenths and hundredths. • Solve simple money and measure problems to two decimal places. • Compare and classify geometric shapes, including quadrilaterals and triangles. 	

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Science	<p><u>Chemistry Strand – Changing State: Solids and Liquids</u></p> <p>At the start of this term we will start by looking at ‘Changing States’ The children will learn that some materials change state when heated or cooled and the temperature that this happens. We will also identify the part played by evaporation and condensation in the water cycle.</p> <p><u>Working scientifically</u></p> <p>Setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</p> <p>Using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering question</p>	<p><u>Physics Strand – Sound</u></p> <p>Through this unit children learn that sounds are produced by vibrations and that these vibrations travel from the source through a variety of materials. They will learn that sound gets fainter the further you travel from the source.</p> <p>Musical instruments are used to illustrate the range of ways of producing sounds and how pitch and loudness can be altered.</p> <p><u>Working Scientifically</u></p> <p>Setting up simple practical enquiries, comparative and fair tests. Recording findings using scientific language, drawings, labelled diagrams, keys and tables.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas.</p> <p>Asking relevant questions and looking for patterns.</p> <p>Making systematic and careful observation and, where appropriate, taking careful measurements.</p>
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PSHE	<p>Going for goals – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to self-awareness and motivation. This will have a direct link to the value of hope and our school Golden Rules.</p>	<p>Good to be me – The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to self-awareness, managing feelings and empathy.</p>
RE	<p>This term, the children will continue to apply what they have learnt about Christianity and Hinduism, alongside being introduced to Sikhism. They will consider what it means to belong to communities, exploring their own community commitments. They will also learn about how people express their commitment to faith communities, including through the Sikh ‘5 Ks’ and Sikh baby welcoming ceremonies.</p>	<p>During the second half of the term, the children will consider what actions might symbolise a believers’ humility, for example through exploring how sharing food is an important part of Christian and Sikh worship. We will then move onto the events of Easter, learning in more depth about the Eucharist and what Trinity means to Christians.</p>

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History or Geography	<p><u>Roman Britain and the Anglo-Saxons</u></p> <p>This term we will be continuing our look at how people from other societies have been coming to settle in Britain for a long time. We will continue our work on the invasion and settlement of the Romans in Britain. We will look at what life was like in Britain after the Romans had settled, the changes that occurred, how we know about Roman life and how the Roman Empire came to an end. We will then move onto the Anglo-Saxons, we will look at where they came from, their own invasion and settlement and what life was like in Britain during this period. We will cover historical enquiry, how we can learn from the events of the past and the differing views and opinions others have of this period in time.</p>	
Art or Design Technology	<p><u>Art - Viewpoints</u></p> <p>This term the children will explore how to convey the atmosphere and story of a dream. They will explore the work of surrealist artists such as Salvador Dali, Marc Chagall and Rene Magritte. We will also explore different viewpoints in the school environment as a setting for their dream. The children will produce their own sketches and paintings based on the theme of dreams and viewpoints.</p>	<p><u>Art - Journeys</u></p> <p>This first half term the children will have the opportunity to produce an Aboriginal dot painting based on the exploration work we will do while we look at a range of stories from the Aboriginal culture. The children will learn how signs and symbols can be used to communicate ideas and meaning.</p>
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Music	<p>The childrens work for music this term will include revision of the tonic sol-fa names, simple pitch and rhythmic notation, unison and two part songs.</p>	<p>After half term the children will develop their ability to recognise scales and use pitched instruments to create short melodies and accompaniments.</p>
PE	<p><u>Rising Stars</u></p> <p>The children will be working with Rising Stars coaches to develop their basketball and football skills. They will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. They will use running, jumping, throwing and catching in isolation and in combination.</p> <p><u>PE</u></p> <p>I will then be covering a new and exciting sporting activity with the children. They will have the chance to develop their movement, handling and team skills through disc sports (ultimate Frisbee). The purpose of this activity is to give the children the chance to experience a different type of sport. It will help to not only develop their cardio, strength, hand to eye coordination, reactions and balance but also their confidence, team spirit, respect and sense of fair play.</p>	
Computing	<p><u>Publishing – History and Science</u></p> <p>The children will continue to develop their skills in word processing (combining text and graphics). They will undertake a range of research projects linked to topics we will be learning about in class e.g. Roman Britain. They will also collect data to support their science investigations during our unit of work on the topic of State of Matter.</p>	<p><u>Keeping Informed</u></p> <p>Children understand the difference between data and information. They use sensing and data logging tools to gather data to support their science investigations. They structure data in branching and flat-file databases and understand how to derive information from these sources.</p>

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