

Year 4 Summer Term – The New Curriculum Overview 2019

SUBJECT	1 st Half Term	2 nd Half Term
<p>English</p> <p>Complete our unit of work on ancient myth texts and Take One Book</p>	<p><u>Non-Fiction: Persuasion</u> Key Text Titles: <i>The Day I Swapped My Dad for Two Goldfish</i> by Neil Gaiman</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 engage or influence • 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 e.g. <i>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><u>Non-fiction: Explanation</u></p> <p>Core Texts: Until I met Dudley- Roger McGough Charlie Small Gorilla City by Charlie Small (Nick Ward) Images and text appear with kind permission of Random House Publishing</p> <ul style="list-style-type: none"> • To explain a process, ensuring information is clear and in a logical order • To summarise the main events of a text, and sequence • To use conjunctions to add extra information to a sentence • To link ideas using conjunctions • To give specific details to aid the reader's understanding • To add detail to writing to help a reader visualise • To ensure ideas are sequenced clearly and can be followed by a reader • To paragraph ideas around a theme • To edit a text so that it is clearly sequenced and has the right level of detail to enable the reader to follow • To evaluate and edit writing <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. They will explore a range of poetry genres as well as complete comprehension activities linked to our history topic of Anglo-Saxons.</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>

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Maths

The key skills study covered throughout the term will include:

Properties of Shape

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

Related NC Statements

Identify right angles; identify whether angles are greater than or less than a right angle (Year 3)

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Symmetry

Identify lines of symmetry in 2-D shapes presented in different orientations

Related NC Statements

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and size

Finding Fractions of Quantities

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Related NC Statements

solve simple measure and money problems involving fractions and decimals to two decimal places

recall multiplication and division facts for multiplication tables up to 12×12

Fractions in the Context of Measure

Solve simple measure and money problems involving fractions and decimals to two decimal places

Related NC Statements

solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

recall multiplication and division facts for multiplication tables up to 12×12

Multiply Two-digit and Three-digit Numbers by a One-digit Number Using a Formal Written Layout

Related NC Statements

recall multiplication and division facts for multiplication tables up to 12×12

use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

recognise and use factor pairs and commutativity in mental calculations

solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

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Divide Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

Related NC Statements

recall multiplication and division facts for multiplication tables up to 12×12

pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers

Equivalent Fractions, Ordering and Comparing

Recognise and show, using diagrams, families of common equivalent fractions

Related NC Statements

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

recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$

recall multiplication and division facts for multiplication tables up to 12×12

Time – Read, Write, Calculate and Convert Time on Analogue and Digital 12-Hour and 24-Hour Clocks **Key NC Statement**

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

Related NC Statements

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

solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

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<p>Science</p> <p>Complete unit of work on Digestive system and teeth from Spring Term.</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>	<p><u>Physics Strand – Electricity</u></p> <p>Through this unit the children will identify electrical appliances and distinguish between those that are powered by mains and battery. They will explore the production of light, sound and movement by making simple series circuits with cells, wires, bulbs, buzzers and motors. They will learn the names of the single components they will be working with.</p> <p><u>Working Scientifically</u></p> <p>The children will make observations and describe how circuits work using scientific language.</p> <p>They will communicate using labelled and annotated drawings.</p> <p>They will plan and carry out a classifying enquiry, recording findings using tables, Venn and Carroll diagrams.</p> <p><u>Biology Strand – Living Things and their habitats</u></p> <p>The children will develop their understanding of the characteristics of living things and the basic needs their habitats supply. We will Establish why classification of plants and animals is important and classify minibeasts. The class will read and construct food chains and webs. They will recognise that environments can change.</p> <p><u>Working Scientifically</u></p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Report on findings from enquiries, including oral and written explanations, displays and presentation of results.</p>

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RE	<p><u>Christianity, Hinduism and Sikhism</u></p> <p>This term the children will work on the joint themes of Hinduism, Christianity and Sikhism. They will look at the similarities and differences between the three religions and in particular the sacred texts within these faiths and how they affect the day to day living of believers.</p>	
History and Geography	<p><u>History - The Anglo-Saxons</u></p> <p>This term we will be looking at how people from other societies have been coming to settle in Britain for a long time. During the first half term we will be learning about 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> <p><u>Geography - India</u></p> <p>Throughout the second half term we will be studying the country of India. The children will look at where the country is and its many vast contrasts. We will explore the different landscapes and physical features. We will explore life in the small Indian village of Chembakolli, comparing this with life in the city of Mumbai, to give the children an understanding of a less economically developed country. We will also explore the different weather patterns and areas of work.</p>	

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Art or Design Technology	<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> <p><u>Electrical systems</u></p> <p>Simple circuits and switches including programming and control. The children will gather information about the needs and wants of particular individuals and groups, develop their own design criteria and use these to inform their ideas.</p>	
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Music	<p>Mrs Orton will be taking the children for music this term. Work 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>During the first half term we will begin with our unit of dance with a focus on preparing a country dance routine for our May Day celebrations. We will then move onto Kwik Cricket, the children will develop the skills needed to play this exciting game. We will work on throwing and catching, fielding skills, batting technique and bowling. During this unit the children will participate in a range of games and activities designed to help them improve their all-round game play.</p>	
Computing	<p><u>Authoring</u></p> <p>The children will use software to create digital content for an audience. They will include images and text as well as animation on a PowerPoint presentation linked to a class topic.</p>	<p><u>Cross Curricular Learning – 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. The Anglo-Saxons. They will also collect data to support their science investigations during our unit of work on the topic of sound.</p>

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