

Year 4 Spring Term Overview Curriculum 2022

SUBJECT	1 st Half Term	2 nd Half Term
English	<p><u>Narrative: Ancient Myths (continued from the Autumn Term)</u> Ancient Myths Collection by Geraldine McCaughrean This unit of English focuses on the thrilling adventures of the Gods and Goddesses of both Ancient Greece and Rome and the mortals who get caught up in their meddling. The children will read a range of ancient myths and explore the characters behaviour, feelings and actions through drama and a range of different writing styles.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • use rich and varied vocabulary for effect on the reader • using figurative language including both simile and metaphor • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • use inverted commas and other punctuation to indicate direct speech • plan writing, create settings, characters and plot in narrative • participate, speaking audibly in a range of situations <p><u>Non-Fiction: Persuasion</u> The Day I Swapped My Dad for Two Goldfish by Neil Gaiman, The children will work on persuading others to see their point of view, to understand the actions and reasons for the behavior of certain characters. They will also work on persuading people to visit a place of interest as well as trying to persuade to do, or not do, something.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • analyses how the structure of non-fiction relates to its purpose • evaluates texts for their appeal for the intended audience • uses single clause sentences using coordinating conjunctions, and multi-clause sentences using subordinating conjunctions • uses fronted adverbials • selects appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition • uses commas after fronted adverbials • uses paragraphs to organise ideas around a theme 	<p><u>Narrative: Take One Book</u> Leon and the Place Between by Angela McAllister The children will use the key text as an inspiration for writing in a range of different styles. They will try and persuade people to visit a particular location and produce a compelling advertisement. They will also have the chance to produce some free form poetry that captures the magical tone of a place as well as writing a collection of vivid descriptive paragraphs.</p> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • evaluates texts and explains the mood or atmosphere they create • identifies the way descriptive language and small details are used • evaluates the effectiveness of own and others writing • uses single clause sentences using coordinating conjunctions, and multi-clause sentences using subordinating conjunctions • uses fronted adverbials and commas after fronted adverbials • uses inverted commas and other punctuation to indicate direct speech <p><u>Poetry: Nonsense Poetry</u> Nonsense Poetry by Edward Lear During this unit the children will read a range of nonsense poems by Edward Lear. They will explore what it is exactly that makes them nonsense poems such as the characters, language and settings. As each new poem is introduced the children will examine the similarities and differences between each poem, such as the layout and structure. Finally the children will get the opportunity to write their own nonsense poem.</p> <ul style="list-style-type: none"> • recognise some different forms of poetry and listen to and discuss poetry. • -discuss words and phrases that capture the reader's imagination, identify how language can contribute to meaning. • create settings, character and plot – discuss and record ideas. • Discuss effectiveness of their writing and propose changes to grammar and vocabulary.
	<p><u>Reading</u> The children will be encouraged to read as widely as possible at home and at school, with an emphasis on reading for pleasure. They will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina. They are expected to complete a minimum of two reading comments each week from a wide range of tasks at home and school. During guided reading lessons, the children will read and discuss a variety of texts and genres in a small group lead by a teacher, developing their comprehension skills. Books will be selected dependent on their ability.</p>	

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	<p><u>Spelling/Phonics</u> Using Essential Spellings, the teaching of spelling will build on the phonics taught in Key Stage 1. Activities will include routine spelling tasks, games, homework and dictations using spelling rules.</p> <p><u>Handwriting</u> Handwriting will continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say.</p>	
<p>Maths</p>	<p>Measurement: Length, perimeter and area This topic carries over from last term and continues with new learning.</p> <ul style="list-style-type: none"> • Equivalent lengths – m and cm Recap • Equivalent lengths – mm and cm • Kilometres • Add and subtract lengths Recap • Measure perimeter Recap • Perimeter on a grid and of a rectangle • Perimeter of rectilinear shapes • What is area • Counting Squares • Making shapes • Comparing area <p>Number: Multiplication and Division This topic carries over from last term</p> <ul style="list-style-type: none"> • Multiply and divide by 6 • 6 times table and division facts • Multiply and divide by 9 • 9 times table and division facts • Multiply and divide by 7 • 7 times table and division facts • 11 and 12 times tables • Multiply 3 numbers • Factor pairs • Efficient multiplication • Written methods • Multiply 2-digits by 1-digit Recap • Multiply 2-digits by 1-digit • Multiply 3-digits by 1-digit • Divide 2-digits by 1 digit Recap • Divide 2-digits by 1-digit 	<p>Number: Fractions Some children will have missed this content or not fully grasped during 2020/21 (year 3). This will develop a firm foundation of this vital concept.</p> <ul style="list-style-type: none"> • Unit and non-unit fraction Recap • What is a fraction? • Tenths Recap • Count in tenths (recap) • Equivalent fractions 1 Recap • Equivalent fractions 2 Recap • Equivalent fractions 1 • Equivalent fractions 2 • Fractions greater than one • Count in fractions • Add fractions • Add two or more fractions <p>Number: Decimals</p> <ul style="list-style-type: none"> • Recognise tenths and hundredths • Tenths as decimals • Tenths on a place value grid • Tenths on a number line • Divide 1-digit by 10 • Divide 2-digits by 10 • Hundredths • Hundredths as decimals • Hundredths on a place value grid • Divide 1 or 2 digits by 100

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	<p>These skills will be taught separately. However, the children will be given opportunities to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in problem solving. They will also apply their mathematical knowledge to science and other subjects.</p>	
Science	<p><u>Chemistry: States of matter</u> continued from the Autumn Term 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>Physics: Sound</u> 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. Musical instruments are used to illustrate the range of ways of producing sounds and how pitch and loudness can be altered.</p>
	<p>When working scientifically, the children will be setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations and, where appropriate, taking accurate measurements using standard units. They will record findings using scientific language, drawings, labelled diagrams, keys and tables, and identify differences, similarities or changes related to simple scientific ideas. They will be using a range of equipment, including thermometers and data loggers, gathering, recording, classifying and presenting data in a variety of ways to help in answering question.</p>	
Computing	<p><u>Online Safety</u> The children learn that security symbols, such as a padlock protect their identity online. They will also know the meaning of the term 'phishing' and will be made aware of the existence of scam websites The class will be able to explain what a digital footprint is and how it relates to identity theft as well as give examples of things that they would not want to be in their digital footprint. Children can identify possible risks of installing free and paid for software and know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer Also, the children will know what a computer virus is. They will determine whether activities that they undertake online, infringe another's' copyright and know the difference between researching and using information and copying it, they will know about citing sources that they have used.</p>	<p><u>Spreadsheets</u> The children can use the number formatting tools within 2Calculate to appropriately format numbers and also add a formula to a cell to automatically make a calculation in that cell. Children can use the timer, random number and spin button tools. The children will combine tools to make fun ways to explore number. Children can use a series of data in a spreadsheet to create a line graph. They will learn to use a line graph to find out when the temperature in the playground will reach 20°C and can allocate values to images and use these to explore place value. Finally, the children can use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept.</p>
	<p><u>Online Safety</u> Throughout computing lessons, the children will discuss essential online-safety rules and learn to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.</p>	
Art & Design or Design Technology (DT)	<p><u>Art & Design: Journeys</u> This 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>DT: Levers and Linkages</u> Linked to our Geography unit this term the children will produce an information booklet using a range of levers and linkages that explains all about earthquakes and volcanoes. They will evaluate a range of other information books for their effectiveness as well as inspiration for their own design. During lessons the children will be set focused tasks and questions that help them to understand the working of levers and linkages. They will also think about the purpose of the text they are designing, who it is for and what materials they will need to use.</p>

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Geography	<p><u>Earthquakes and Volcanoes</u></p> <p>In this unit, children will explore the dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types.</p>	<p><u>Rivers and the Water Cycle</u></p> <p>This unit focuses on rivers, providing excellent opportunities for fieldwork and school-based practical work. It introduces the water cycle and, as the key concept is that water flows downhill, looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features. A case study features one of the UK's major rivers, the River Thames. Cameos of some of the world's great rivers and mountain environments are included to extend children's geographical general or locational knowledge. There is opportunity to consider a local river or stream, and ideas for using local fieldwork to see the processes introduced in school in action.</p>
Music	<p><u>Exploring Sounds</u></p> <p>This half term, we will continue exploring sounds by learning more about how sounds are produced and classified. Children will use their voices to play around further with beatbox sounds, learn to sing four part songs and perform a jazzy round.</p>	<p><u>Structure</u></p> <p>After half term, we will apply our understanding of sound by creating our own instruments from junk. We will then use these instruments to improvise, compose and play junk jazz music in a variety of different musical structures.</p>
Modern Foreign Language: French	<p><u>Numbers, calendars and birthdays</u></p> <p>The children will revise and develop their ability to count from 1-31 in French. They will also learn the days of the week, months, week dates and seasons. During this unit they will also learn the vocabulary for today, yesterday and tomorrow. To consolidate their understanding of the months, seasons and calendar dates the children will learn about particular French festivals and when in the year they are celebrated.</p>	<p><u>Weather and the Water Cycle</u></p> <p>The children will describe the weather, make statements about the weather in French cities including compass points and temperatures. Using the compass points the children will state which region of France a city can be found. They will then learn about the water cycle through a series of practical activities. They will demonstrate their understanding by drawing and labelling a diagram of the water cycle.</p>
PE Taught by Mr Wylie	<p><u>Gymnastics</u></p> <p>Within this unit of gymnastics, we will focus on a range of skills and techniques. The children will focus on key shapes, travelling, balancing, apparatus work, likening shapes, rolls and creating a routine.</p> <p><u>Tag- Rugby</u></p> <p>Within tag-rugby the children will be developing their passing, moving and creating space, applying learning to 3v3 mini games, develop defending in game situation and combine passing and moving to create and attack and score</p>	<p><u>Dance – Space</u></p> <p>Within dance the children will have a theme of space and will be focusing on: extending sequences with a partner in character, developing sequences with a partner in character that show relationships and interlinking dance moves and sequences, relationships, choreography and performance.</p> <p><u>Tennis</u></p> <p>Children will be developing the forehand and backhand shot, creating space to win a point, the forehand and backhand in a game situation, applying the forehand and backhand creating space to win a point, rallies and matches.</p>
<p>At the end of every unit, children will compete in an inter-class competition where they can display all the skills and techniques they have learnt through matches and competition.</p>		

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<p>Personal, Social, Health and Economic Education (PSHE)</p>	<p><u>Living in The Wider World</u></p> <ul style="list-style-type: none"> • Belonging to a Community - what makes a community; and shared responsibilities • Media Literacy and Digital Resilience - how data is shared and used • Money and Work - making decisions about money; using and keeping money safe 	
<p>Religious Education (RE) Taught by Mrs Orton</p>	<p><u>Sikhism: Festivals</u> 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 different communities by exploring their own community, family and friendship commitments and considering ways we feel we 'belong.' They will also learn about how people express their commitment to faith communities by learning about the Sikh 'Vaisakhi' festival and the '5 Ks' of Sikhism. Additionally, 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 learn about Sikh 'Langar', why serving is a central part of Sikh life, considering the importance of equality and fairness.</p>	<p><u>Christianity: Easter</u> 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>