

Year 4 Summer Term – The New Curriculum Overview 2018

SUBJECT	1 st Half Term	2 nd Half Term
<p>English</p> <p>Complete our unit of work on explanation texts</p>	<p>Poetry - Nonsense poetry Required texts: A variety of poems selected from The Works. Description: Using Edward Lear's Book of Nonsense, Hamilton's version of The Pobble With No Toes, and Jabberwocky by Lewis Carroll, study the features that poets use when creating nonsense poems. Plan, create and perform your own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry. Grammar focus: 1. Recap on grammar terminology from Year2 and use and understand KS2 grammar terminology – particularly word classes: noun, adjective, verb, adverb, pronoun 2. Identify and use fronted adverbials 3. Use commas after fronted adverbials</p> <p>Plan 4: Imaginative stories Required texts: The Hole by Oyvind Torseter Description: Read the intriguing story The Hole, by Oyvind Torseter. Children ask and answer questions and use inference skills to speculate about what is happening. They generate powerful vocabulary and revise parts of speech. They then write their own version or a sequel based on the book. Grammar focus: 1. Use and understand the grammatical terminology 2. Use the present perfect forms of verbs in contrast to the past tense 3. Use adjectives, powerful verbs and expanded noun phrases to add description 4. Revisit ,use and punctuate direct speech</p>	<p>Non – Fiction - Persuasive writing Required texts: The Rainbow Bear by Michael Morpurgo Zoo by Anthony Browne The Ice Bear by Nicola Davies Description: Are zoos good or bad? Children look at information to help them decide their own opinion on this matter, beginning with Zoo and Rainbow Bear before moving on to analysing different persuasive writing. Finally they will write to persuade us to be for or against zoos! Grammar focus: 1. Learning the grammar for Years 3 and 4 in Appendix 2 2. Using and punctuating direct speech 3. Using the present perfect form of verbs in contrast to the past tense 4. Use the plural apostrophe</p> <p>Guided Reading The children tackle different genres to suit their reading ability, including: stories with issues and dilemmas, modern fantasy, and historical texts.</p> <p>Independent Reading 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>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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<p>Art or Design Technology</p>	<p><u>Art - Abstract</u></p> <p>This term the children will explore the atmosphere of a dream. They will explore the work of a range of surrealist artists such as Salvador Dali, Marc Chagall and Rene Magritte. They will produce a piece of collage work inspired by these artists. They will also explore different viewpoints of the school grounds, taking a photo which will be the basis for a dreamlike image and piece of writing.</p> <p><u>Art – Take a Seat</u></p> <p>After half term we will then move onto exploring the design of chairs. We will be discussing what chairs are used for in different settings and situations. We will look at a varied range of chair designs and styles from the past and different cultures. The children will then use this work as inspiration for developing their own imaginative designs for a chair for a particular character.</p>	
<p>SUBJECT</p>	<p>1st Half Term</p>	<p>2nd Half Term</p>
<p>Music</p>	<p>Mrs McCrow 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>
<p>PE</p>	<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>	
<p>Computing</p>	<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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