

Year 4 Summer Term – The New Curriculum Overview 2017

SUBJECT	1 st Half Term	2 nd Half Term
English	<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>Fiction - Stories about times past (continues into 2nd half term) Required texts: The Pearl Diver by Julia Johnson A Gift of the Sands by Julia Johnson Description: The Pearl Diver by Julia Johnson stimulates work on dialogue and the use of apostrophes. Children predict, get into role, tell the story from another point of view, empathise with characters and label museum exhibits. They then write a story based on A Gift of the Sands by Julia Johnson. Grammar focus: 1. Using and punctuating direct speech 2. Indicating possession by using the possessive apostrophe with plural nouns</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</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:

Geometry: properties of shapes

Estimate and measure angles, recognising that they are measured in degrees. Compare and classify acute and obtuse angles; order angles up to 180° . Draw horizontal, perpendicular and parallel lines of a given length. Identify line symmetry in 2D shapes presented in different orientations

Classify 2D shapes according to their properties: right angles, lines of symmetry, parallel and perpendicular lines

Draw shapes with specified properties: a right angle, two perpendicular lines, two parallel lines Recognise and begin to complete symmetrical 2D shapes. Complete a symmetric figure with a given line of symmetry.

Subtract 2-digit from 3-digit numbers using expanded or compact decomposition.

Add amounts of money using written methods and mentally using place value and number facts; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place value or number facts);

Tell the time on a 24 hour clock, using am and pm correctly; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those involving perimeters

Understand place value in 4-digit numbers; partition 4-digit numbers; solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up (Frog)

Use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders; solve word problems.

Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1- and 2- place decimals on a line; count in tenths (0.1s) and hundredths (0.01s); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number

Understand, read and write 2-place decimals; compare 2-place decimals in the context of lengths; add and subtract 0.1 and 0.01 and say a number one-tenth (0.1) or one-hundredth (0.01) more or less than a given number; revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents.

Add two 2-digit numbers or a 2-digit number to a 3- or 4-digit number mentally; subtract 2-, 3- and 4-digit numbers using counting up; derive factors of 2-digit numbers and use factors and doubling to solve multiplication mentally; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies

Use coordinates to draw polygons; find the coordinates of shapes after translation; draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning

Use the vertical algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers; find non-unit fraction of amounts, using 'chunking'; add fractions with like denominators, including totals greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal places)

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<p>Science</p> <p>Complete unit of work on changing states 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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<p>RE</p>	<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>	

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<p>History and Geography</p>	<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>	
<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>	
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<p>Music</p>	<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>

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PE	<u>Rising Stars</u> 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. <u>PE</u> 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.	
Computing	<u>Authoring</u> 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.	<u>Cross Curricular Learning – History and Science</u> 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.