

# Curriculum Overview for Year 4 2020-2021

## English

**Autumn 1 Reading** apply their growing knowledge of root words - prefixes and suffixes (etymology and morphology - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word using dictionaries to check the meaning of words that they have read - reading books that are structured in different ways and reading for a range of purposes - retrieve and record information from non-fiction books - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - discussing words and phrases that capture the reader's interest and imagination - identifying how language, structure, and presentation contribute to meaning **Writing** Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - in non-narrative material, using simple organisational devices - organising paragraphs around a theme - Draft and write by: composing and rehearsing sentences orally (including dialogue), - progressively building a varied and rich vocabulary and an increasing range of sentence structures - organising paragraphs around a theme in narratives, creating settings. **SPAG** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - heading and sub-headings to aid presentation - significant events are ordered chronologically - past tense and 3<sup>rd</sup> person - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - expressing time, place and cause using adverbs[e.g. then, next, soon, therefore] - using the present perfect form of verbs in contrast to the past tense - word choice and vocabulary work to up level - noun phrases expanded by the addition of modifying adjectives **Autumn 2 Reading** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than 1 paragraph and summarising these - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. - identifying themes and conventions in a wide range of books **Writing** Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - composing and rehearsing sentences orally (including dialogue), - proofread for spelling and punctuation errors - read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **SPAG** using fronted adverbials - using commas after fronted adverbials expressing time, place and cause using conjunctions [e.g. when, before, after, while, so, because] - using and punctuating direct speech with inverted commas and possessive pronouns

## Mathematics

**Number - Place Value** Find 1000 more or less than a given number - Order and compare numbers beyond 1000 - Identify, represent and estimate numbers using different representations - Recognise the place value of each digit in a four-digit number (1000s, 100s, 10s, and 1s) - Count backwards through 0 to include negative numbers - Round any number to the nearest 10, 100 or 1000 - Solve number and practical problems that involve all of the above and with increasingly large positive numbers - Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

**Number - Addition & Subtraction** Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why - Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - Estimate and use inverse operations to check answers to a calculation

**Number - Multiplication & Division** Recall multiplication and division facts for multiplication tables up to 12 x 12 - Recognise and use factor pairs and commutativity in mental calculations - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout - Recognise and use factor pairs and commutativity in mental calculations - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers - Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects - Count in multiples of 6, 7, 9, 25 and 1000

## Science

To identify whether an animal is a vertebrate or an invertebrate.  
To group organisms in different ways  
To use a classification key to identify invertebrates.  
To create a classification key for a group of organisms from the local environment.  
To investigate how a habitat changes throughout the year.  
To explain the reasons for deforestation and its negative effects.  
To identify and locate the main organs of the human digestive system  
To explain how the human digestive system works.  
To identify the different types of human teeth and explain their functions  
To explain the structure of a tooth.  
To investigate how to keep teeth healthy (practical)  
To create a food chain and explain what it shows.

## PSHE and Citizenship

-To know my attitudes and actions make a difference to the class team - To understand who is in my school community, the roles they play and how I fit in - To understand how democracy works through the School Council --To understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them - To understand how groups come together to make decisions - To understand how democracy and having a voice benefits the school community - LO: To understand that, sometimes, we make assumptions based on what people look like - To understand what influences me to make assumptions based on how people look - To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure - To tell you why witnesses sometimes join in with bullying and sometimes don't tell

## ALL ABOARD!

Welcome aboard some of the most famous locomotives and discover why, when, and how they were built. Meet the likes of James Watt, Matthew Boulton and George Stephenson as we carry out a local study and travel around Great Britain.

## Art

- To understand how to create a range of tones by adjusting the pressure on a coloured pencil - To understand how to achieve shape and form (3D) using pencil - : To understand how to create a picture of a steam engine using shading and tones to express 3 dimension using the work of Philip D Hawkins - To use pencil sketching to create a landscape picture based on the work of Thomas Prythurch - To understand how to use pastels to achieve tone and texture in a picture

## PE

### Fitness Circuits

- To develop fitness and muscular strength and endurance using different circuits of activities - To use body weights and exercises under control - To understand how to use different exercise in a functional circuit - To understand how to use control whilst travelling doing muscle endurance exercise - To increase fitness levels - To increase fitness recovery and understand why it determines fitness levels

### Boxercise

- To understand how to develop the skills of boxing - To understand how to combine punching wand running In sequence movements - To develop skills for pad circuits - To develop dodging and punching skills to develop reaction and coordination - To develop leadership by coaching partner

## Design and Technology

- To explore different designs for a junk model - To investigate how to create a moving part on a model - To investigate ways of joining parts of a model - To create a model with moving parts by using a range of tools with accuracy - To explore how to improve the quality of my design - To explore the use of paint to decorate a model - To evaluate the product through comparing original plan and final design

## History

- To chronologically order key events - To understand why some steam locomotives are historically significant - To understand why there were different viewpoints about the building of the railway - To explore a real event in history linked to the development of the railway (The opening of the Manchester to Piccadilly railway line) - To explore how the first underground railway was developed - To understand how to collate and select information for my audience

## Music

## RE

**Expressing Joy and Being Thankful** -To be able to understand the difference between happiness and spiritual joy. - To explore spiritual joy known by Hindus at Diwali. - To understand how Hindus express joy through the Diwali celebrations - To consider God's role as creator and provider.- To understand how celebrating harvest festival can meet the needs of people today.- To explore the concept of parents in Islam as gifts from Allah (God). - To encourage the children to consider the essence of a "perfect" life. - **Being Reflective and Self Critical** - To explore how Buddha helped his followers to change. - To experience the practice of meditation. - To begin to think about the process of gaining knowledge. - To understand that Christians use the Bible to find answers about God and the meaning of life - To introduce the concept of there being a number of religious traditions each with their own Scriptures.

## Geography

- To understand how to identify physical features using an atlas using co-ordinates - To understand how to use contours to describe a mountain range - To name and locate cities and railway lines on a UK map - To use fieldwork to compare land use in a contrasting locality- Stourport - To compare land use in two contrasting localities- Stourport and Handsworth