



Year 4 Curriculum Overview Cycle A, Spring 1 2022

Reading	Writing	Maths	Science	Geography
<p>Text: A range of instruction texts Key Learning: Word Reading Clarify Respond and Explain Inference Select and Retrieve Monitor and Summarise</p> <p>Text: A range of Newspapers Key Learning: Inference Select and Retrieve Themes and Conventions Word Reading Clarify Monitor and Summarise</p> <p>Text: George's Marvellous Medicine Key Learning: Language for effect Word Reading Inference Select and Retrieve Respond and Explain Monitor and Summarise Clarify</p>	<p>Text: Magical Harry Potter Recipes: A Complete Cookbook of Great Hogwarts Dish Ideas! by Thomas Brown Core Outcome: A magical set of instructions for a recipe. Foundation Outcome: A basic recipe for a known recipe. Key Learning: To make specific, appropriate and precise vocabulary choices (eg. Fry instead of cook) ensuring they select high level language at all times To use fronted adverbials followed by a comma (Carefully, Next, After five minutes,) To use a greater range of sentence structures</p> <p>Text: Charlie and the Chocolate factory Core Outcome: A newspaper report about an event within the story. Key Learning: Use expanded noun phrases to build a description. Expand language and use it appropriately in my writing.</p>	<p>Key Learning Measure and compare lengths in km, m, cm and mm Convert between units of length (x / ÷ by 10, 100, 1000) Measure and compare mass (kg and g) Know 1000g = 1kg and derive associated facts 500 g = ½ kg , 250 g = ¼ kg , 750 g = ¾ kg and 100 g = 1/10 kg (Y3) Count up and down in hundredths, recognise that hundredths arise from dividing by 100 Recognise the place value of each digit in a 4- digit number and numbers to one decimal place Find 1000 more or less than a given number Order and compare numbers beyond 1000 Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems converting between hours, minutes, seconds, years, months, weeks and days Recognise and show common equivalent fractions with diagrams Solve problems with fractions, fractions of quantities and fractions as division, including non-unit fractions where the answer is a whole number. Find the effect of dividing a one- or two-digit number to 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Count up and down in hundredths Round decimals with one decimal place to the nearest whole number Link hundredths to dividing by 100 Recognise and write decimal equivalents to 1/4, 1/2, 3/4 Compare and classify geometric shapes Identify acute and obtuse angles Identify lines of symmetry in 2D shapes</p>	<p>Enquiry Question: Key Learning: To recognise that solids, liquids and gases have similarities and differences To sort states of matter according to their properties To use role play to understand the behaviour and structure of particles in solids, liquids and gases To investigate the melting points of different chocolate Knowledge/skills: Properties of solids, liquids and gases. Materials can be divided into solids liquids and gases. Solids hold their shape unless forced to change. Liquids flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is. Gases move everywhere and are not held in containers by gravity. Changing state. Heating causes solids to melt into liquids and liquids to evaporate to gases.</p>	<p>Enquiry Question: Which biome is the easiest to live in and why? Key Learning: To use maps to identify and locate key places and areas. To use the four points of the compass to navigate areas on a map To use and understand symbols for mapping.</p> <p>Knowledge: That the world's land can be split into key biomes that each have different traits. To use knowledge of physical geography to describe and compare biome patterns.</p>

	<p>To use correct speech punctuation to indicated direct speech.</p> <p>To produce well-structured paragraphs with a logical sequence (PEE paragraphs)</p> <p>To maintain viewpoint.</p>	<p>Describe positions on a 2D grid as coordinates in the first quadrant</p> <p>Describe movements between positions as translations of a given unit to the left/right or up/down</p> <p>Recall and use complements to 100 and 1000 to support mental strategies</p> <p>Add three numbers with a sum of up to 1000</p> <p>Estimate and use inverse operations to check answers to a calculations</p> <p>Add and subtract numbers with up to four digits using formal written methods</p> <p>Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why</p>	<p>Cooling causes gases to condense to liquids and liquids to freeze to solids.</p> <p>Melting, freezing, boiling and condensation temperatures.</p> <p>Different substance change state at different temperatures but the temperatures at which given substances change state are always the same.</p> <p>What happens at the melting temperature? The temperature at which a substance melts from a solid to a liquid is the same at which it freezes from a liquid to a solid.</p> <p>The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid.</p> <p>Liquids evaporate slowly, even below their boiling temperatures.</p>	
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RE	PSHE	Design Technology	Music	PE	MFL (French)
<p>Concept: Freedom</p> <p>Theme/Unit: Pesach, Festival of Passover</p> <p>Questions: What does 'freedom' mean? How do Jews celebrate their religious freedom? What is my opinion of The Seder meal representing a Jews religious freedom? What does freedom mean to me? On what occasions and in what situations is freedom significant? What examples of a lack of religious freedom can I think of?</p>	<p>Enquiry Question: How can I keep myself safe?</p> <p>Key Learning: To know ways to keep ourselves safe and recognise unsafe situations To understand the difference between danger and risk and how to eliminate danger To understand the differences between medicines and drugs and the impact of alcohol on a person's health To know ways to keep safe online, protecting personal information</p> <p>Knowledge :What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>The facts about legal and illegal harmful substances and associated risks, including</p>	<p>Enquiry Question: What is the secret to sandwich success?</p> <p>Key Learning: Generate ideas and develop design criteria for an appealing product for a user and purpose (healthy sandwich). Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select from a range of ingredients to make appropriate food products. Carry out and record evaluations of a variety of ingredients and products.</p> <p>Knowledge/understanding: Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches, appropriate information and communication technology, to develop and communicate ideas. Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p>	<p>Unit Name: Stop!</p> <p>Key Learning: This unit is based around an anti-bullying song called Stop! The children will develop and expand their listening and appraising skills by listening to and making comments, using the appropriate language, on the music they listen to. They will link the theory of music to what they have heard before creating a piece of music of their own.</p> <p>Knowledge: The unit is based developing the different elements of music : pulse, rhythm and pitch. Children will learn to imitate, improvise, compose and perform small sections of rap which show case what they have learnt about style of music and how that is linked to the focus dimensions.</p>	<p>Key Learning: Basketball– Develop the attacking skill of dribbling Use protective dribbling against an opponent. Develop the bounce and chest pass and begin to recognise when to use them. Develop tracking and defending an opponent. Develop the technique for the set shot. Apply the skills, rules and tactics learnt to a mini tournament.</p> <p>Multi-skills (Team games) – Travel and move in different ways, changing speed and direction, dodging, pivoting. Bouncing the ball, travelling with a ball, controlling and guarding, changing direction and speed, estimating, passing, receiving, timing. Passing/throwing skills, timing, awareness of others.</p>	<p>Unit name: Le navet énorme (The Enormous Turnip)</p> <p>Key Learning: Remember a sequence of spoken words Join in with parts of a story from memory. Retell the story of 'Le navet énorme' with correct pronunciation and intonation and using actions to emphasise the repetitive nature of the story. Recognise and use new vocabulary linked to a traditional story. Listen attentively to spoken language and show understanding by joining in and responding. Appreciate stories in the language. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Speak with increasing confidence and fluency.</p>

	<p>smoking, alcohol use and drug-taking.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>Carry out and record evaluations of a variety of ingredients and products.</p> <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Know how to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task.</p>		<p>Controlling a ball, guarding, keeping possession, small sided games.</p> <p>Small-sided games, tactics, controlling a ball, keeping possession, travelling with a ball.</p>	
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