

Year 4 Curriculum Overview

Cycle A, Spring 2 2024

Reading	Writing	Maths	Science	Geography
<p>Text: A range of spring poems</p> <p>Key Learning: Word Reading Comprehension (Clarify) Language for effect</p> <p>Text: The Red Tree by Shaun Tan</p> <p>Key Learning: Inference Word Reading Comprehension (Clarify) Language for effect Respond and Explain Themes and Conventions Summarise</p> <p>Text: The Magical Tree by Myriam Ouyessad</p> <p>Key Learning: Language for effect Word Reading Inference Select and Retrieve Respond and Explain Monitor and Summarise Themes and Conventions</p>	<p>Text: The Great Kapok Tree by Lynne Cherry</p> <p>Core Outcome: A narrative based on a known structure. Foundation Outcome: A collaborative narrative based on a known structure</p> <p>Key Learning: To make specific, appropriate and precise vocabulary choices 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 To maintain a consistent viewpoint. To ensure that openings and closings are clear and well developed.</p> <p>Text: Under the Canopy: Tales of Trees by Iris Volant and Cynthia Alonso</p> <p>Core Outcome: An information text</p> <p>Key Learning: Use expanded noun phrases to build a description Expand language and use it appropriately in my writing.</p>	<p>Key Learning: Recall and use multiplication and division facts for 2x, 3x, 4x, 5x,6x, 8x, 10x and 12x Count in multiples of 6, 7 and 9 from zero Derive and use multiplication and division facts up to 12 x 12 Use place value and known and derived facts to multiply and divide mentally, including by 0 and 1 Multiply three numbers together Solve multiplication and division problems with whole numbers Solve problems with fractions , fractions of quantities and fractions as division, including non-unit fractions where the answer is a whole number Find one tenth and one hundredth of an amount by dividing by 10 and 100 Compare and order numbers beyond 1000 Round any number to the nearest 10,100, 1000 Identify, represent and estimate numbers using different representations Solve number and practical problems that involve an understanding of place value and with increasingly large positive numbers. Add and subtract numbers with up to four digits using formal written methods building on the use of structured</p>	<p>Unit continued.</p> <p>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</p> <p>Knowledge and 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. Cooling causes gases to condense to liquids and liquids to freeze to solids. Melting, freezing, boiling and condensation temperatures: Different substance change state at different temperatures but the</p>	<p>Unit continued. Enquiry Question: Which biome is the easiest to live in and why?</p> <p>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 and skills: 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 produce well-structured paragraphs with a logical sequence (PEE paragraphs)</p> <p>To maintain viewpoint.</p>	<p>concrete resources to ensure conceptual understanding.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms and other graphs, e.g. bar charts for discrete data and time graphs for continuous data.</p>	<p>temperatures at which given substances change state are always the same.</p> <p>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. 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	Art	Computing	Music	PE	MFL (French)
<p>Concept: Ritual</p> <p>Theme/Unit: The Paschal Candle - How and why is the Paschal Candle used in Easter ritual?</p> <p>Key questions: When do we participate in 'rituals'? What is the significance of the Paschal Candle symbols and when does the candle feature in Christian ritual? Does it matter if an element of the religious ritual is removed? How would you feel if a ritual you participated in is changed? How do you think a Christian would feel if a ritual they participated in was changed?</p>	<p>Enquiry Question: What are my rights & responsibilities?</p> <p>Key Learning/knowledge/understanding: Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items</p>	<p>Enquiry Question: Why are trees important in our lives and in art?</p> <p>Key Learning: Spend time in the conservation area and classroom, studying, rubbing and completing observational drawings of trees Study the work of artist Gustav Klimt and a compare his work. Observe the famous piece 'The Tree of Life' Practise sketching and painting branches and finer symbolic details Produce our own 'Tree of Life' Paintings Reflect upon final pieces of artwork Provide constructive feedback to other artists</p> <p>Knowledge/understanding: Sketch lines and shapes from first hand observation Understand how to use light pencil marks, then a wash and then adding layers and detail. Record patterns and colours from first hand observation</p>	<p>Unit Name: Scratch dressing up</p> <p>Key Learning/ Knowledge: To be able use the coding programming (Scratch) to alter a characters appearance To create a more complex algorithm that will use a selection command instruction to create a game Begin to correct errors (debug) as they program devices & actions on screen, & identify bugs in programs written by others</p>	<p>Unit Name: In the hall of the mountain king</p> <p>Key Learning: Duration: Identify and understand how rhythm patterns fit to a steady beat using 4 metre Dynamics: Explore how to use dynamics for expressive effect Tempo: Explore how to use tempi for expressive effect</p> <p>Knowledge: To describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary</p> <p>To consider the devices used by composers to represent ideas musically</p> <p>To understand and use detailed graphic notation. (Use basic stave notation)</p> <p>To use individual and group rehearsal skills including memory and recall. Recognise which improvements need to be made. Develop an awareness of how to present a performance</p>	<p>Key Learning:</p> <p>Gymnastics: To be able to create interesting point and patch balances To develop stepping into shape jumps with control To be able to transition smoothly into and out of balances To create a sequence with matching and contrasting actions and shapes To create a partner sequence using the skills I have learned including a hoop</p> <p>Handball: To begin to throw and catch while on the move To move towards goal or away from a defender To move towards goal to create shooting opportunities To use defending skills to delay an opponent and gain possession To use a change of direction and speed to lose a defender and move into space To apply skills and knowledge to compete in game situations</p>	<p>Unit name: Les Nombres (20-50) Date anniversaire (Date and birthdays)</p> <p>Key Learning To recap numbers 0-20 in French To learn numbers 20-50 in French To learn the days of the week and months of the year in French To use prior knowledge to say the date and our birthdays</p>

	<p>we want and times when we need to save for items;</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs;</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>Learn how to mix and match colours e.g.. blending, layering colour</p>				
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