

Year 4 Curriculum Overview Cycle A, Spring 2 2022

Reading	Writing	Maths	Science	Geography
<p>Text: A range of Spring Poems Key Learning: Word Reading Comprehension (Clarify) Language for effect</p> <p>Text: The Red Tree by Shaun Tan Key Learning: Inference Word Reading Comprehension (Clarify) Language for effect Respond and Explain Themes and Conventions Summarise</p>	<p>Text: The Great Kapok Tree by Lynne Cherry Core Outcome: A narrative based on a known structure. Foundation Outcome: A collaborative narrative based on a known structure 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 Core Outcome: An information text Key Learning: Use expanded noun phrases to build a description Expand language and use it appropriately in my writing. To produce well-structured paragraphs with a logical sequence (PEE paragraphs) To maintain viewpoint.</p>	<p>Key Learning: Recall and use complements to 100 and 1000 to support mental strategies Add three numbers with a sum of up to 1000 Estimate and use inverse operations to check answers to a calculations Add and subtract numbers with up to four digits using formal written methods Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why 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</p>	<p>Unit continued. 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 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</p>	<p>Unit continued. 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 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>Count in tenths and record on a number line beyond one is fraction and decimal form</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>Solve problems converting between hours, minutes, seconds, years, months, weeks and days</p>	<p>evaporate to gases.</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>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>	
--	--	--	---	--

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:</p> <p>When do we participate in 'rituals'?</p> <p>What is the significance of the Paschal Candle symbols and when does the candle feature in Christian ritual?</p> <p>Does it matter if an element of the religious ritual is removed?</p> <p>How would you feel if a ritual you participated in is changed?</p> <p>How do you think a Christian would feel if a ritual they participated in was changed?</p>	<p>Enquiry Question:</p> <p>What are my rights & responsibilities?</p> <p>Key Learning/knowledge/understanding:</p> <p>Define what a volunteer is;</p> <p>Identify people who are volunteers in the school community;</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Identify key people who are responsible for them to stay safe and healthy;</p> <p>Suggest ways they can help these people.</p> <p>Define what is meant by the environment;</p> <p>Evaluate and explain different methods of looking after the school environment;</p> <p>Devise methods of promoting their priority method.</p> <p>Understand the terms 'income', 'saving' and 'spending';</p> <p>Recognise that there are times we can buy items we want and times when</p>	<p>Enquiry Question:</p> <p>Why are trees important in our lives and in Art?</p> <p>Key Learning:</p> <p>Spend time in the conservation area and classroom, studying, rubbing and completing observational drawings of trees</p> <p>Study the work of artist Gustav Klimt and a compare his work.</p> <p>Observe the famous piece 'The Tree of Life'</p> <p>Practise sketching and painting branches and finer symbolic details</p> <p>Produce our own 'Tree of Life' Paintings</p> <p>Reflect upon final pieces of artwork</p> <p>Provide constructive feedback to other artists</p> <p>Knowledge/understanding:</p> <p>Sketch lines and shapes from first hand observation</p> <p>Understand how to use light pencil marks, then a wash and then adding layers and detail.</p> <p>Record patterns and colours from first hand observation</p>	<p>Unit Name: Scratch dressing up</p> <p>Key Learning:</p> <p>Knowledge:</p> <p>To be able use the coding programming (Scratch) to alter a characters appearance</p> <p>To create a more complex algorithm that will use a selection command instruction to create a game</p> <p>Begin to correct errors (debug) as they program devices & actions on screen, & identify bugs in programs written by others</p>	<p>Unit Name: Lean on Me</p> <p>Key Learning:</p> <p>Knowledge:</p> <p>Reflect on the song 'Lean on me' by Bill Withers considering its origins, influences and structure and these build together to create a whole piece.</p> <p>Maintain a part in a simple ensemble.</p> <p>Improvise and compose a simple addition to the song paying attention to key features before performing as part of a group.</p> <p>Read and use formal notation.</p>	<p>Key Learning:</p> <p>Tennis–</p> <p>Develop hitting the ball using a forehand.</p> <p>Develop returning the ball using a forehand.</p> <p>Develop the backhand and understand when to use it.</p> <p>Work co-operatively with a partner to keep a continuous rally going.</p> <p>Use simple tactics in a game to outwit an opponent.</p> <p>Demonstrate honesty and fair play when competing against others.</p> <p>Netball–</p> <p>Develop passing and moving and play within the footwork rule.</p> <p>Develop passing and moving towards a goal.</p> <p>Develop movement skills to lose a defender.</p> <p>Defend an opponent and try to win the ball.</p> <p>Develop the shooting action.</p> <p>Develop playing using netball rules.</p>	<p>Unit name:</p> <p>Les Couleurs (Colours)</p> <p>Key Learning</p> <p>Say the 12 colours with correct pronunciation and intonation.</p> <p>Join in with a story.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Sing songs in the language.</p> <p>Appreciate stories and songs in the language.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Speak with increasing confidence and fluency.</p>

	<p>we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Explain that people earn their income through their jobs; 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>				
--	---	---	--	--	--	--