

Curriculum Information Sheet
Summer Term 2024
Year 4 – Miss Field

Introduction

Welcome back to our final term in Year 4 - I hope you have all had a lovely Easter break. We are looking forward to an exciting term ahead and we have great activities planned to support the children with their learning. As part of our curriculum this term, children will be learning about the rainforests and the Maya civilisation as well as exploring sound and habitats in science and making torches in D.T. Please find below more details on the knowledge children will be building in each area of the curriculum. Children will also be taking part in a number of theme/topic days, school visits and we look forward to welcoming you to our maypole dancing and sports day events. We hope the children have a fantastic summer term! **Miss Field**

Reading

Knowledge and skills:

Children will be reading a range of texts from a variety of different genres. Our guided reading texts this term will include “Fantastically Great Women Who Saved the Planet” by Kate Pankhurst and “A Myth-Hunter’s Travel Guide” by the Literacy Company. Throughout this term, children will continue to develop their skills in the following areas:

- Predict what might happen in the text we are reading
- Clarify and explore the meaning of words
- Retrieve, record and present information
- Ask questions to improve understanding
- Draw inferences such as character feelings, thoughts and motives and justify with evidence
- Identify ideas from more than one paragraph and summarise
- Identify how language, structure and presentation contribute to meaning
- Discuss words and phrases that capture the reader’s interest and imagination

Writing

Knowledge and skills:

Children will be using the following texts to support their writing outcomes during summer term: “Where the Forest Meets the Sea” by Jeannie Baker, “100 Facts Rainforests” by Miles Kelly and “Blue John” by Berlie Doherty. Children will be exploring poetry and developing their non-chronological report writing skills. They will continue to:

- Plan writing by discussing the structure, grammar and vocabulary of similar writing
- Compose and rehearse sentences orally
- Build and use a varied vocabulary
- Build and use an increasing range of sentence structures
- In narratives, create settings, characters and plots
- Discuss and record ideas
- Group related ideas into paragraphs
- Proofread for spelling and punctuation errors

Grammar, Spelling and Punctuation

Knowledge and skills:

Children will continue to consolidate, apply and build on their understanding of:

- Punctuation (full stops, capital letters, apostrophes for omission and possession with singular and plural nouns, commas in a list, commas with fronted adverbials and subordinate clauses, inverted commas)
- Paragraphs to organise information and ideas around a theme and use of organisational devices such as headings
- Range of sentence structures
- Use of subordination and coordination
- Wide range of conjunctions, adverbs and prepositions
- Use of subordinating conjunctions and fronted adverbials
- Possessive apostrophes with both singular and plural nouns, including irregular plural nouns
- Punctuating direct speech
- Pronouns to avoid repetition
- Tenses and verb forms are used correctly and consistently

Spellings will focus on the following areas:

- Common exception words for year 3 & 4
- Words spelt with *ei/eigh/ey*
- How to apply the suffix *-ous*
- Words ending in *-gue* and *-que*
- Words with *sc / ou / y spellings*
- Adding *-ing* and *-ed* to words ending in *-y* and *-e*
- Apostrophes to mark plural possession
- Homophones and near homophones

Maths

Knowledge and skills:

Children will continue to build their knowledge and understanding across all areas of the curriculum including number (place value, addition and subtraction, multiplication and division, fractions and decimals), measurement, geometry and statistics. In addition, there will be a focus on securing all multiplication facts up to 12x12 ahead of the national Multiplication Tables Check at the beginning of June. By the end of this term, children will know how to:

- Recognise the place value of each digit in a four-digit number
- Count backwards through 0 to include negative numbers
- Order and compare numbers beyond 1000
- Read Roman numerals to 100
- Round numbers to the nearest 10, 100 or 1000
- Add and subtract numbers with up to four digits using column addition and subtraction
- Multiply a three-digit number by a one-digit number using formal written methods
- Divide a three-digit number by a one digit-number using formal written methods
- Recall multiplication facts up to 12x12
- Estimate and use the inverse operations to check answers
- Solve two step problems
- Estimate, compare and calculate with money in pounds and pence
- Convert between different units of measurement (capacity)
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties

	<ul style="list-style-type: none"> - Find the perimeter of a rectilinear shape - Find the area of a rectilinear shape by counting squares - Recognise and show common equivalent fractions - Add and subtract fractions with the same denominators - Identify the place value of hundredths - Recognise decimal equivalents of tenths or hundredths - Compare numbers with up to two decimal places - Divide one-digit and two-digit numbers by 10 and 100 - Round decimals with one decimal place to the nearest whole number - Describe positions on a 2D grid as coordinates in the first quadrant - Plot points and draw sides to complete a polygon - Interpret and present data using appropriate graphical methods including bar charts and time graphs
Science	
Knowledge and skills:	Knowledge and skills:
<p>In the first half term, children will be learning about living things and their habitats. By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> - Explain what a habitat is - Identify a variety of habitats - Consider how an animal's habitat is suited to its needs - Make careful observations to identify the characteristics of different animals and organisms - Identify similarities and differences between organisms - Group animals according to their characteristics - Read and interpret classification keys - Create their own classification keys to help identify plants and animals - Consider how changes within a habitat can affect all the organisms within that environment - List positive and negative ways in which humans can impact the environment 	<p>In the second half term, children will be learning about sound. By the end of this unit, children will know:</p> <ul style="list-style-type: none"> - Sounds are made when objects or materials vibrate - Vibrations from different sound sources travel through different materials to the ear - Sounds can travel through solids, liquids and gases - Some materials allow sounds to pass through them more easily than others - Sounds get fainter as the distance from the source increases - Consider why it is sometimes important to prevent sound from travelling - The meaning of pitch, recognise changes in pitch and investigate pitch in different instruments - Children will carry out a series of investigations including planning and testing how well different materials muffle sound and what happens to sound as it gets further away. They will also make careful observations and use these to draw conclusions.
Geography	History
Knowledge and skills:	Knowledge and skills:
<p>During the first half term, children will be learning all about the rainforests which will link in with our English texts and writing outcomes. By the end of this unit, children will know:</p> <ul style="list-style-type: none"> - Where rainforests are in the world and be able to locate them on a world map - Where the Tropic of Cancer and the Tropic of Capricorn are - Name continents and countries that have areas of rainforest - What it is like in the rainforest - Name the four main layers of vegetation and describe the features of each layer, including the animals that live there - Define the work climate - Describe the climate of a tropical rainforest and compare it with other climates around the world - Use charts and graphs to explore the climate of tropical rainforests - Compare the lives of indigenous rainforest tribes with life in modern society - The threats facing rainforests and actions we can take to help save them 	<p>In the second half term, children will be learning about the life, culture, society and civilisation of the Maya. As part of the topic, children will learn:</p> <ul style="list-style-type: none"> - How and when Europeans encountered Maya civilisation - How we know about Maya civilisation and their way of life - How Maya society was organised and how this compares with modern society - What the Maya believed in, including their religious rites and rituals. - How to use different sources to piece together what life was like for the Maya - The achievements of the Maya including their number systems and calendar - The reasons for the decline of the Maya civilisation <p>We will be organising a Maya theme day so children will be able to immerse themselves in this topic. Dates and details to follow!</p>
Art	Design and Technology
Knowledge and skills:	Knowledge and skills:

<p>Our art topic for this term is called 'Fabric of Nature'. Using our rainforest topic as inspiration, children will learn to:</p> <ul style="list-style-type: none"> - Understand the starting points in the design process - Select imagery and colours to create a mood board with a defined theme and colour palette - Use careful observation to sketch and replicate images - Complete drawings with a confident use of materials and tools to add colour - Explore the work of William Morris and use subject specific vocabulary to describe his work and style - Create patterns using their drawings, taking inspiration from mood boards and research - Create batik fabrics - Identify and explain where a pattern repeats - Follow instructions to create a repeating pattern, adding extra detail - Understand different methods of creating printed fabric in creative industries - Evaluate patterns 	<p>In DT this term, children will be using their knowledge of electricity as well as their DT skills to make electrical torches. Children will be able to:</p> <ul style="list-style-type: none"> - Identify different electrical products and explain why they are useful - Make a working switch - Identify the features of torch and explain how it works - Describe what makes a torch successful - Create suitable designs that fit a success criteria and their own design criteria - Create a functioning torch with an electrical circuit and switch that meets their design criteria - Use appropriate equipment to cut and attach materials - Evaluate electrical products - Test and evaluate the success of their final product
Religious Education	PSHE
<p>Knowledge and skills:</p> <p>This term, children will be building their knowledge of Judaism and Christianity. We will be exploring the following questions:</p> <p>Judaism - What is the best way for a Jew to show commitment to God? In this unit, children will consider:</p> <ul style="list-style-type: none"> - What it means to be committed to something and how children might show this in their daily lives - Different ways that Jews show their commitment to God - Compare different practises and consider how individual practises might vary - Begin to form opinions as to which practises might be the most effective and why <p>Christianity - Do people need to go to church to show they are Christians? In this unit, children will consider:</p> <ul style="list-style-type: none"> - What makes a special place and the impact that different places might have on individuals - The different ways Christians use churches in their worship and events such as Holy Communion or baptism - The impact that a Christian's church/special place might have for them - Consider different practises and why people might choose to share their beliefs publicly or privately 	<p>Knowledge and skills:</p> <p>Our topics for this term will cover Relationships and Changing Me. By the end of each unit, children will know how to:</p> <p>Relationships:</p> <ul style="list-style-type: none"> - Recognise situations that can cause jealousy in relationships; identify the feelings associated with this and strategies that might help - Consider feelings of love and loss; being able to express why people are special to me and know how people might feel when they lose someone or something they love - Explore memories related to people we no longer see - Consider how friendships can change, how to make new friends and manage problems that occur within friendships - Understand the context of a boyfriend/girlfriend as a special relationship for when they are older; that this relationship is a personal choice and not something to feel pressurised into - Know how to show love and appreciation to those who are special to us <p>Changing Me:</p> <ul style="list-style-type: none"> - Everyone is unique; we inherit certain characteristics from birth parents as a result of the sperm and egg joining - Identify internal and external parts of the male and female body that are necessary for making a baby - Describe how a girl's body changes during puberty in order for her to be able to have babies when she is an adult - Consider how the circle of change works and how people can make changes to their own lives - Identify changes that are outside of our control and how to accept this - Reflect on what they are looking forward to in the coming year and changes they might want to make
MFL	Music
<p>Knowledge and skills:</p> <p>This term, our themes will focus on 'Feeling Unwell', 'Walking through the Jungle', 'Weather' and 'Ice Creams'. Through these topics, children will continue to build their vocabulary and their knowledge of grammatical features. Children will continue to develop their skills in speaking, listening, reading and writing. By the end of this term, children will know how to:</p> <p><u>Speaking</u></p>	<p>Knowledge and skills:</p> <p>This term, our music topics will focus on Blackbird by the Beatles and a Reflect, Rewind and Replay unit which will allow children to revisit songs and musical activities from throughout the year and consolidate their prior learning. By the end of these units, children will know how to:</p>

<ul style="list-style-type: none"> - Describe a jungle animal using complete sentences with nouns, verbs and adjectives - Ask what the weather is like and give a response - Politely ask for an ice cream <p><u>Listening</u></p> <ul style="list-style-type: none"> - Identify three jungle animals and their colour - Understand three weather phrases <p><u>Reading</u></p> <ul style="list-style-type: none"> - Read two sentences describing jungle animals and match to the corresponding picture - Read three familiar flavours of ice cream and match to the corresponding picture <p><u>Writing</u></p> <ul style="list-style-type: none"> - Write simple sentences using a noun, verb and adjective to describe a jungle animal - Write three ice cream flavours accurately 	<ul style="list-style-type: none"> - Listen and appraise different songs and styles of music. Children will be able to discuss themes within songs and identify features relating to voices and instruments. - Copy and play back different rhythmic and melodic patterns using the glockenspiel - Invent their own rhythmic and melodic patterns using the glockenspiel - Sing in unison - Play instrumental parts accurately and in time as part of a performance (most will play by ear, some from notation) - Create their own improvisations using given notes - Compose simple melodies using simple rhythms - Contribute to a performance using voices and instruments
Computing	PE and Games
<p>Knowledge and skills:</p> <p>Children will be learning about the following topics this term:</p> <p><u>Logos</u> – children will be able to:</p> <ul style="list-style-type: none"> - Begin to understand selection in computer programming - Understand how an IF statement works - Understand how to use co-ordinates in computer programming - Understand the ‘repeat until’ command - Understand how an IF/ELSE statement works - Understand what a variable is in programming - Use a number variable - Create a playable game <p><u>Effective Searching</u> – children will be able to:</p> <ul style="list-style-type: none"> - Use search engines to provide helpful information to support their learning - Search for information accurately, using key words rather than full sentences - Use successful search techniques such as truncating a question into key words or concise phrases - Analyse the content of webpages to look for clues about the credibility of the information <p><u>Hardware Investigators</u> – children will be able to:</p> <ul style="list-style-type: none"> - Explain what hardware is - Recognise the main component parts of hardware which allow computers to join and form a network <p><u>Making Music</u> – children will be able to:</p> <ul style="list-style-type: none"> - Distinguish between rhythm and temp - Create simple rhythms; experiment with BPM in ‘Busy Beats’ - Use tools within ‘Busy Beats’ to create a melodic phrase experimenting with pitch - Compose a piece of electronic music considering pitch, rhythm and melody, using tools within ‘Busy Beats’ 	<p>Knowledge and skills:</p> <p>During our P.E. lessons, children will be developing their skills in athletics and outdoor adventurous activities (OAA). In games lessons, children will be learning to play golf and rounders. We are also be preparing for our sports day and maypole events. Through all of the activities this term, children will know how to:</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> - Demonstrate the difference in sprinting/jogging techniques - Jump for distance with balance and control - Throw with accuracy and power to a target area - Identify when I was successful and how to improve - Show determination to improve my personal best <p><u>Golf</u></p> <ul style="list-style-type: none"> - Hold equipment accurately - Show the correct stance for putting - Show how to aim using a putting club - Show balance when striking the ball - Strike a ball with increasing accuracy and consistency - Use different actions for different shots - Understand the aims of the game <p><u>Tennis</u></p> <ul style="list-style-type: none"> - Understand the rules of the game and use them honestly - Communicate with my teammates to apply simple tactics - Provide feedback to others using key terminology and understand what I need to do to improve - Return to the ready position to defend my own court - Begin to play a continuous game - Use a range of basic racket skills <p><u>Rounders</u></p> <ul style="list-style-type: none"> - Learn the rules of the game and begin to use them to play honestly and fairly - Bowl a ball with some accuracy and consistency - Strike a bowled ball with adapted equipment - Use overarm and underarm throwing and catching skills with increasing accuracy - Communicate with my teammates and apply simple tactics