

Spring Curriculum Overview Year 4 – Miss Field

Introduction

Hello and happy new year! Here is an overview of what we have planned for the Spring term. It outlines the subject curriculum we will be covering, along with the knowledge and skills the children will be learning and applying. The year 4 team this term consists of myself and Mrs Foster, our Year 4 teaching assistant. If you have any questions at all, please don't hesitate to get in touch. **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 "Volcanoes" by Maria Gill and "Ariki and the Island of Wonders" by Nicola Davies. 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 autumn term: "Escape from Pompeii" by Christina Balit and "When the Giant Stirred" by Celia Godkin. Children will produce a range of writing across different genres including poetry, narrative writing including historical fiction and adventure stories and diary entries. Children 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
- Adding suffixes – *ation*
- Words ending – *tion* and *-sion*
- Words ending *-ssion*
- Words ending *-cian*
- Prefixes *sub-*, *inter-*, *super-*, *anti-*
- Prefixes *in-*, *im-*, *il-*, *ir-*
- 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. By the end of this term, children will know how to:

- Recognise the place value of each digit in a 4-digit number
- Order and compare numbers beyond 1000
- Find 1000 more or less than a given number
- Add and subtract numbers with up to four digits using mental methods, column addition and column subtraction
- Solve one-step and two-step problems in context
- Identify lines of symmetry in 2-D shapes
- Reflect 2-D shapes along a line of symmetry
- Count in multiples of 6, 7 and 9
- Recognise and recall multiplication facts up to 12x12
- Solve problems involving multiplication and division facts of all multiplication tables to 12 x 12
- Recognise and show common equivalent fractions
- Understand the relationship between non-unit fractions and multiplication and division of quantities
- Describe positions on a 2D grid as coordinates in the first quadrant
- Plot points and draw sides to complete a polygon
- Estimate and use the inverse operations to check answers
- Recognise the place value of tenths
- Recognise decimal equivalents of tenths
- Round decimals with one decimal place to the nearest whole number
- Compare numbers with up to two decimal places
- Multiply a two-digit number by a one-digit number using partitioning and formal written methods
- Convert between different units of measure (e.g. kilometres to metres)
- Estimate, compare and calculate different measures

Science

Knowledge and skills:

In the first half term, children will be learning about states of matter. By the end of this unit, children will be able to:

- Identify solids, liquids and gases using their properties
- Describe melting, freezing, condensing and evaporating
- Describe the different stages of the water cycle
- Describe how temperature affects the rate of evaporation and link this to the water cycle

Children will continue to develop their working scientifically skills including asking relevant questions, making predictions, using thermometers to take measurements, recording findings using tables and diagrams and carrying out research.

Knowledge and skills:

In the second half term, children will be focusing on sound and vibration. During this unit of work, children will be learning to:

- Describe how sounds are made
- Describe how sounds are heard through different mediums
- Explain the relationship between vibration strength and volume
- Describe the relationship between volume and distance
- Describe pitch and how to change it

Whilst developing their knowledge, children will also be building their working scientifically skills by carrying out investigations, researching, making careful observations, presenting results in charts and designing simple results tables.

Geography

Knowledge and skills:

During the first half term, children will be learning all about where our food comes from. During this unit, children will be learning to:

- Identify that different foods grow in different biomes and say why.
- Explain which food has the most significant negative impact on the environment.
- Consider a change people can make to reduce the negative impact of food production.
- Describe the intentions around trading responsibly.
- Explain that food imports can be both helpful and harmful.
- Describe the journey of a cocoa bean.
- Locate countries on a blank world map using an atlas.
- Use a scale bar to measure approximate distances.
- Collect data through an interview process.
- Analyse interview responses to answer an enquiry question.
- Discuss trends in data collected.

History

Knowledge and skills:

In the second half term, children will be learning about what changed in Britain after the Anglo-Saxon invasion. As part of the topic, children will be learning to:

- Explain how the Britons felt when the Romans left Britain.
- Suggest reasons for the Anglo-Saxon invasion of Britain.
- Name the key features of Anglo-Saxon settlements.
- Identify changes and continuities in settlements from prehistoric Britain.
- Make inferences about artefacts.
- Describe how Anglo-Saxon beliefs changed.
- Explain how missionaries spread Christianity.

Art

Knowledge and skills:

Our art topic for this term will focus on paint mixing and creating different tints and shades. Through this topic, children will learn to:

- Mix tints and shades of a colour
- Use tints and shades to give three-dimensional effects when painting
- Explore how paint can create very different effects
- Consider proportion and composition when creating a still life painting
- Apply knowledge of colour mixing and painting techniques to create a finished piece

Design and Technology

Knowledge and skills:

In DT this term, children will be using their DT skills to make free standing pavilions. Children will be able to:

- Produce a range of free-standing frame structures of different shapes and sizes
- Design a pavilion that is strong, stable and aesthetically pleasing
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure
- Select appropriate materials and techniques to add cladding to their pavilion

Religion and Worldviews

Knowledge and skills:

This term, children will be exploring the following key question: **'Who or what is God and how is the divine understood in different worldviews?'**

As part of this unit of work, children will be exploring a number of related questions and a variety of different perspectives including Christian, Muslim, Hindu, Sikhi, Jewish, Buddhist and non-religious Worldviews. Some of the questions children will be exploring include:

- What do most Christians believe about God?
- What is the Holy Trinity?
- What do most Muslims believe about God?

PSHE

Knowledge and skills:

Our core themes for this term are Dreams and Goals and Healthy Me – please find more detail about these topics below. Alongside these units, children will also complete a series of lessons focused on 'Clever Never Goes'. This programme is revisited each year and helps children to understand how to recognise situations that could potentially be unsafe and know how to keep themselves safe.

Dreams and Goals:

- Describe their hopes and dreams
- Understand that sometimes dreams and goals do not come true

<ul style="list-style-type: none"> - What might Jewish people believe about God? - Who is the Divine in the Sikhi worldview? - What do Buddhists believe? - How do Hindus worship God? - Does every worldview have a God? - What do non-religious people think about God? <p>This unit will help children to develop their skills as theologians and philosophers.</p>	<ul style="list-style-type: none"> - Reflect on positive and happy experiences that can help to counteract disappointment - Know how to make a new plan and set new goals despite being disappointed - Know how to work out steps to achieve a goal individually and as part of a group <p>Healthy Me:</p> <ul style="list-style-type: none"> - Recognise how different friendship groups are formed and how they fit into them - Understand that different people take on different roles within a group and that all roles are valued - Understand the effects of smoking on people's health - Understand the effects of alcohol on people's health - Recognise when people are applying pressure and explain ways to resist this - Have a clear picture of what I believe to be right and wrong
MFL	Music
Knowledge and skills:	Knowledge and skills:
<p>This term, our themes will focus on 'My Family Tree' and 'Faces and Body'. Through these topics, children will continue to build their phonic knowledge and vocabulary as well as 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> <ul style="list-style-type: none"> - Name four family members - Describe three parts of the face using adjectives to describe colour - Name five body part nouns <p><u>Listening</u></p> <ul style="list-style-type: none"> - Recognise four different parts of the face - Draw a character following a basic description of their physical appearance <p><u>Reading</u></p> <ul style="list-style-type: none"> - Read and draw a simple description of a face - Read and label four body part nouns <p><u>Writing</u></p> <ul style="list-style-type: none"> - Accurately label and spell four parts of the face - Write accurate sentences using verbs, nouns and adjectives - - Write singular and plural nouns 	<p>This term, our music topics will focus on improvising and 'Samba and Carnival Sounds and Instruments' and 'Rock and Roll'. Children will be exploring songs across a variety of genres and continue to develop their skills when playing instruments. Through these units, children will learn to:</p> <p><u>Samba and Carnival Sounds and Instruments:</u></p> <ul style="list-style-type: none"> - Explain what Samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil - Clap on the off beat and play a syncopated rhythm - Play their rhythm in time with the rest of their group - Play their break in time with the rest of their group - Playing in time and with confidence <p><u>Rock and Roll:</u></p> <ul style="list-style-type: none"> - Perform the hand jive actions in sequence and in time with the music - Sing in tune and perform their actions in time - Play the notes of the walking bass in the correct sequence - Independently play their part with some awareness of other performers
Computing	PE and Games
Knowledge and skills:	Knowledge and skills:
<p>Children will be learning about the following topics this term:</p> <p><u>Sound Stories:</u> Children will learn to:</p> <ul style="list-style-type: none"> - Understand what makes audiobooks effective and identify the key features that make them engaging - Plan and write a script for an engaging audiobook - Record narration and add sound effects to an audiobook - Edit, improve and finalise and audiobook using recording and sound design tools <p><u>Effective Searching:</u> Children will learn to:</p> <ul style="list-style-type: none"> - Understand what a search engine is, how it works and how to use simple keywords to find information online - Understand how search engines collect, sort and rank results, and why some results appear first - Learn advanced ways to improve searches so we can find the most accurate and useful results quickly - Develop strategies to judge whether information online is true and if sources can be trusted 	<p>During our P.E. lessons, children will be developing their skills in yoga and dance. In games lessons, children will be developing their ball skills and understanding of tactics in dodgeball.</p> <p><u>Yoga:</u> Children will learn to:</p> <ul style="list-style-type: none"> - Describe how yoga makes them feel and discuss the benefits of yoga - Link poses together to create a yoga flow - Provide feedback using key terminology and what I need to do to improve - Transition from pose to pose in time with my breath - Work collaboratively with others - Demonstrate yoga poses which show clear shapes - Show increasing control and balance when moving from one yoga pose to another <p><u>Dance:</u> Children will learn to:</p> <ul style="list-style-type: none"> - Choose actions and dynamics to convey an idea or character - Copy and remember set choreography

Coding: Children will learn to:

- Create a simple program using coding structures previously encountered
- Know what selection means in computer programming
- Use co-ordinates in computer programming
- Explore methods that introduce loops in coding
- Understand what a variable is in programming
- Create a game that keeps score

- Provide feedback using appropriate language
- Respond appropriately to a range of stimuli
- Use changes in timing and space to develop dance
- Use counts to keep in time with others and the music
- Use simple movement patterns to structure dance phrases of my own, with a partner and in a group
- Showing respect for others when working together and watching others perform

Ball Skills: Children will learn to:

- Use a range of throwing techniques to throw towards a target
- Catch different sized objects with increasing accuracy with one and two hands
- Consistently track the path of a ball that is not sent directly to me
- Dribble a ball with increasing control and coordination
- Persevere when learning a new skill
- Provide feedback to others and understand what I need to do to improve

Dodgeball: Children will learn to:

- Catch with increasing accuracy
- Communicate with teammates to apply simple tactics
- Return to the ready position to defend myself
- Throw with some accuracy at a target
- Share ideas and work with others to manage a game
- Understand the rules of a game and use them often and honestly