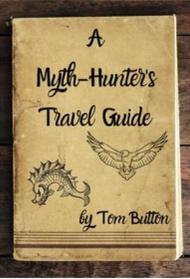


# YEAR 4 CURRICULUM 2021

Summer Term 1 7 Weeks	Summer Term 2 7 Weeks
ENGLISH	
LITERACY WRITING FOCUS TEXT	LITERACY WRITING FOCUS TEXT
<div data-bbox="194 443 371 678" data-label="Image"> </div> <div data-bbox="396 443 573 678" data-label="Image"> </div> <p data-bbox="629 438 1064 555">100 Facts -Rainforests - Miles Kelly Where the Forest Meets the Sea - Jeannie Baker</p> <p data-bbox="629 571 784 603">Feature keys</p> <ul data-bbox="629 619 1097 957" style="list-style-type: none"> <li>• Use specific vocabulary e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal</li> <li>• Write in present tense</li> <li>• Use layout features e.g. questions to draw in the reader, headings and subheadings, paragraphs to group related ideas, diagrams</li> </ul> <p data-bbox="206 691 369 722">Mastery Keys</p> <ul data-bbox="206 738 604 1337" style="list-style-type: none"> <li>• Build a varied and rich vocabulary</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Use paragraphs to organise information and ideas around a theme.</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular.</li> </ul>	<div data-bbox="1227 430 1404 665" data-label="Image"> </div> <p data-bbox="1543 438 1861 470">Blue John -Berlie Doherty</p> <p data-bbox="1543 486 1697 518">Feature keys</p> <p data-bbox="1543 534 1697 566">Explanation</p> <ul data-bbox="1543 582 2033 1045" style="list-style-type: none"> <li>• Use language to explain a process or how something works</li> <li>• Use some technical vocabulary</li> <li>• Use simple present tense · Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of</li> <li>• Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart</li> </ul> <p data-bbox="1543 1061 1624 1093">Letter</p> <ul data-bbox="1543 1109 2033 1348" style="list-style-type: none"> <li>• Choose sentence forms to address the reader directly</li> <li>• Use fronted adverbials to introduce paragraphs</li> <li>• Use layout features including an address/date, suitable closing</li> </ul> <p data-bbox="1120 678 1288 710">Mastery Keys</p> <ul data-bbox="1120 726 1512 1324" style="list-style-type: none"> <li>• Build a rich and varied vocabulary and an increasing range of sentence structures</li> <li>• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>• Use paragraphs to organise information and ideas around a theme</li> <li>• Integrated as revision: The grammatical difference between plural and possessive s</li> </ul>

# YEAR 4 CURRICULUM 2021

<ul style="list-style-type: none"> <li>Recognise the grammatical difference between plural and possessive 's'</li> </ul>				
LITERACY READING FOCUS TEXT		LITERACY READING FOCUS TEXT		
	<ul style="list-style-type: none"> <li>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> </ul>		<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Retrieve and record information from nonfiction</li> <li>Ask questions to improve understanding</li> <li>Retrieve and record information from nonfiction</li> </ul>	
MATHS				
<p>Number - Place Value and Number Facts Revision: 2 weeks</p>	<p>Multiply and Divide 4 weeks</p>	<p>Fractions 2 weeks</p>	<p>Geometry 3 weeks</p>	<p>Statistics 2 weeks</p>
<ul style="list-style-type: none"> <li>Know that 10 hundreds are equivalent to 1 thousand</li> <li>Decompose four-digit numbers using standard and nonstandard partitioning</li> </ul>	<ul style="list-style-type: none"> <li>Recall multiplication and division facts up to <math>12 \times 12</math></li> <li>Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders</li> </ul>	<ul style="list-style-type: none"> <li>Reason about the location of mixed numbers in the linear number system</li> <li>Convert mixed numbers to improper fractions and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>Draw polygons, specified by coordinates in the first quadrant, and translate within</li> </ul>	<ul style="list-style-type: none"> <li>Interpret charts</li> <li>Comparison, sum and difference</li> <li>Line Graphs</li> </ul>

# YEAR 4 CURRICULUM 2021

<ul style="list-style-type: none"> <li>Reason about the location of any four digit number in the linear number system, , including identifying the previous and next multiple of 1,000 and 100.</li> <li>Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines</li> </ul>	<ul style="list-style-type: none"> <li>Apply place-value knowledge to known additive and multiplicative number facts</li> <li>Multiply and divide whole numbers by 10 and 100</li> <li>Manipulate multiplication and division equations</li> <li>Understand and apply the distributive property of multiplication.</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</li> </ul>	<p>the first quadrant.</p> <ul style="list-style-type: none"> <li>Identify regular polygons .Find the perimeter of regular and irregular polygons.</li> <li>Identify line symmetry in 2D shapes</li> <li>Compare and Order angles</li> <li>Co-ordinates and Translation</li> </ul>	
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## SCIENCE

<p><i>Living things and their habitats.</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>Recognise that environments can change and this can sometimes pose danger to living things.</li> <li>Deep thinking time - How does a change in the environment affect the things that live there?</li> <li>Research - What changes have affected environments throughout the world?</li> </ul>	<ul style="list-style-type: none"> <li><i>Electricity</i></li> </ul> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
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# YEAR 4 CURRICULUM 2021

## GEOGRAPHY

### Locational knowledge

- locate South America on a map and globe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of the Tropics of Cancer and Capricorn.

### Human and physical geography

- Describe and understand key aspects of rainforests, (focusing on the Amazon Rainforest) including: types of settlement and land use, economic activity including trade links.

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate the countries and features studied

## HISTORY

Not a focus in Summer Term.

## DESIGN TECHNOLOGY

**Food Technology:** Fruit Salads – comparing one produced from local seasonal produce with one using produce coming from tropical areas. Nutritional and environmental benefits will be considered.

**Textiles:** Children will produce a placemat/coaster in order to improve their skill level and extend the range of stitches they have mastered.

## ART

Collage inspired by the Art of Henri Rousseau, and the images of the text 'Where the Forest Meets the Sea.'

Study of artist and evaluation of his work and techniques;  
and other material;      Composition;

Observational drawing of plants and leaves;

Painting techniques; selection of images

Cutting and sticking accurately;

## COMPUTING

**E-Safety:** *The Power of Words* Cyber Bullying; *Seeing is Believing* Digital alteration of photographs.

**Control and Programming:** Complete Code Studio Course D

**Modelling and Simulation:** Use simulations to investigate electrical circuits.

**Multimedia:** Digital Sound editing – creating a soundscape.

**Research and Presenting Information:** Lined to Rainforest topic.

# YEAR 4 CURRICULUM 2021

## MUSIC

Charanga Music Scheme – Glockenspiel Stage 2.

## RELIGIOUS EDUCATION

### Christianity

Words and Beyond: Pentecost – the disciples find courage.

### Buddhism:

Making Sense of Life's Experiences: Stories about Gotama Buddha which show how suffering can end and years in the forest,

Influence, Community, Culture and Power: living by Buddha's teachings.

## PSHE

### Moving house

- Describe some of the changes that happen to people during their lives;
- Explain how the Learning Line can be used as a tool to help them manage change more easily;
- Suggest people who may be able to help them deal with change.

learning line, practice

### My feelings are all over the place!

- Name some positive and negative feelings;
- Understand how the onset of puberty can have emotional as well as physical impact
- Suggest reasons why young people sometimes fall out with their parents;

compromise, hormones, puberty

### All change!

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;

# YEAR 4 CURRICULUM 2021

- Understand and explain why puberty happens.

puberty, pubic hair, eggs, sperm, penis, testicles, breasts, vagina, vulva,

## Secret or surprise?

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

secret, surprise, uncomfortable feelings

## Together

- Understand that marriage is a commitment to be entered into freely and not against someone's will;
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

marriage, live together, civil partnership, forced marriage

PE

Striking and Fielding - Rounders and Cricket

Athletics - Running, Jumping and Throwing