 Year 4 Curriculum Document

Topics and specified areas:

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| Term | Autumn | Spring | Summer |
| Topic | Ancient Greece | Lively Lincolnshire | Revolting Romans |
| Science | Chemistry | Biology/Evolution | Physics |
| Geography | Locational Knowledge of the World  Place Knowledge | Locational Knowledge of the UK  Human Geography | Locational Knowledge  Place Knowledge |
| History | Ancient Greece | Local History study/Climate Change (Local) | Romans |
| Computing | To Code | To Collect | To Connect/Communicate |
| RE | Christianity | Buddhism | Hinduism/Sikhism |
| PSHE | Being Me/Celebrating Difference | Dreams and Goals/Healthy Me | Relationships/Changing Me |
| MFL | All around town/on the move | Going shopping/where in the world | What’s the time?/Holidays and hobbies |

Free choice Curriculum areas:

English, Art, Design and Music must be covered using the attached skills but can be done so at teacher discretion throughout the year. Maths follows the Head Start Framework timings.

Themes and Experiences:

Alongside our Topic Curriculum as a school we will be holding Theme Days and Weeks. These will be focusing on providing our children with experiences and skills they need to succeed both in learning and life.

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| Autumn | Spring | Summer |
| Being Church Lane Days  (Focus Question: What skills do we need to succeed at Church Lane?)  School Values/Resilience Day  Sleaford Day  Science Day  Awareness Day  Design Technology Week | School Values/Resilience Day  E-Safety Day  Sleaford Day  Careers Day | School Values/Resilience Day  Mental Health Day  Entrepreneur Week (Fayre – crafts)  Healthy Living Day (Fayre – games)  Sleaford Day |

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| English |
| To write with purpose   * Use the main features of a type of writing * Use techniques used by authors to create characters and settings * Plan, write, edit and improve |
| To use imaginative description   * Create characters, settings and plots * Use alliteration effectively * Use similes effectively * Use noun phrases and adverbial phrases |
| To organise writing appropriately   * Use organisational devices such as headings and subheadings * Use the perfect form of verbs to mark relationships of time and cause * Use connectives that signal time, shift attention, inject suspense and shift the setting |
| To use paragraphs   * Organise paragraphs around a theme * Sequence paragraphs |
| To use sentences appropriately   * Use a mixture of simple, compound and complex sentences   Write sentences that include:   * Conjunctions (when, if, because, although) * Adverbs * Direct speech (punctuated correctly) * Clauses * Adverbial phrases |
| To present neatly   * Join letters, deciding which letters are best left un-joined * Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately |
| To punctuate accurately   * Use commas after fronted adverbials * Use the possessive apostrophe * Use and punctuate direct speech |

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| Reading |
| To read words accurately   * Apply a growing knowledge of root words, prefixes and suffixes * Read further exception words noting the spellings |
| To understand texts   * Draw inferences from reading (such as inferring character’s feelings, thoughts and motives from their actions) * Justify inferences with evidence * Predict * Recall and summarise main ideas * Discuss words and phrases that capture the imagination * Retrieve and record information from non-fiction * Prepare poems and plays to read aloud with expression, volume, tone and intonation * Identify recurring themes and elements of different stories (e.g. good triumphing over evil) * Recognise different forms of poetry * Explain and discuss understanding of reading, maintaining focus on the topic * Identify how language, structure and presentation contribute to meaning * Ask questions to improve understanding of a text |

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| Communication |
| To listen carefully and understand   * Engage in discussions making relevant points * Ask for specific additional information to clarify * Understand the meaning of some phrases beyond the literal interpretation |
| To develop a wide and interesting vocabulary   * Use time, size and other measurements to quantify * Use interesting adjectives, adverbial phrases and extended noun phrases in discussion * Use vocabulary that is appropriate to the topic |
| To speak with clarity   * Use verbs with irregular endings * Use a mixture of sentence lengths to add interest to discussions and explanations * Use intonation to emphasise grammar and punctuation when reading aloud |
| Tell stories with structure   * Bring stories to life with expression and intonation * Read the audience to know when to add detail and when to leave it out |
| To hold conversations and debates   * Make relevant comments or ask questions in a discussion or a debate * Seek clarification by actively seeking to understand others points of view * Respectfully challenge opinions or points offering an alternative |

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| Maths (Year 4) |
| Place value   * Roman numerals to 100 * Round to the nearest 10, 100 and 1,000 * Count in 1,000s * Represent numbers to 10,000 and place on a number line * Place value to 10,000 and partitioning * Find 1,000 more or less than a given number * Compare numbers * Order numbers * Count in 25s * Negative numbers |
| Addition and subtraction   * Add and subtract 1s, 10s, 100s and 1,000s * Add and subtract two 4 digit numbers * Efficient subtraction * Estimate answers to calculations and check |
| Multiplication and division   * Multiplication – equal groups * Multiplying and dividing by 3, 4 and 8 * Comparing statements * Multiply and divide 2 digits by 1 digit * Scaling |
| Measurement (length and perimeter)   * Using kilometres * Perimeter on a grid * Perimeter of a rectangle * Perimeter of rectilinear shapes |
| Multiplication and division   * Multiply and divide by 0, 1, 10, 100 * Multiply and divide by 6, 9, 7, 11 and 12 * Multiply 3 numbers * Find factor pairs and multiples * Multiply 2 and 3 digits by 1 digit * Divide 2 digits by 1 digit |
| Measurement (area)   * Understand area * Count squares * Make shapes * Compare area |
| Fractions   * Understand fractions * Equivalent fractions * Mixed number and improper fractions * Count in fractions * Add 2 or more fractions * Subtract 2 fractions * Subtract from whole amounts * Calculate fractions of a quantity |
| Decimals   * Recognise tenths and hundredths * Tenths and hundredths as decimals * Tenths and hundredths on a place value grid * Tenths on a number line * Divide 1 or 2 digit numbers by 10 or 100 * Make a whole * Write, order and compare decimals * Round decimals * Halves and quarters |
| Measurement (money)   * Pounds and pence * Ordering amounts * Using rounding to estimate money * Using the four operations in relation to money |
| Measurement (time)   * Hours, minutes, seconds, years, months, weeks and days * Analogue to digital – 12 hour and 24 hour |
| Statistics   * Interpret charts * Comparison, sum and difference * Introducing line graphs * Line graphs |
| Properties of shape   * Identify angles * Compare and order angles * Properties of triangles * Properties of quadrilaterals * Lines of symmetry * Complete a symmetric figure |
| Position and direction   * Describe position * Draw on a grid * Move on a grid * Describe a movement on a grid |

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| Science |
| Working scientifically   * Report on findings from enquiries including oral and written explanations, display or presentations of results and conclusions * Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests * Identify differences, similarities or changes related to simple, scientific ideas and processes |
| Biology  To understand plants   * Identify and describe the functions of different parts of flowering plants * Explore the requirements of plants for life and growth and how they vary from plant to plant * Investigate the way in which water is transported within plants * Explore the role of flowers in the life cycle   To understand evolution and inheritance   * Identify how plants and animals including humans resemble their parents in many features * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * Identify how animals and plants are suited to and adapt to their environment in different ways |
| Chemistry  States of matter   * Compare and group materials together according to whether they are solids liquids and gases * Observe that some materials change state when heated or cooled and measure the temperature at which this happens * Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature |
| Physics  To understand light and seeing   * Recognise that they need light to see and dark is the absence of light * Notice that light is reflected from surfaces * Light from the sun can be dangerous and there are ways to protect our eyes and skin * Recognise that shadows are formed when light is blocked by a solid object * Find patterns in the way that the size of shadows change   To understand electrical circuits   * Identify common appliances that run on electricity * Construct a simple series electrical circuit identifying and naming its basic parts (including cells, wires, bulbs, switches and buzzers) * 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 or a switch is on or off * Recognise some common conductors or insulators and associate metals with being good conductors |

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| Geography |
| To investigate places   * Ask and answer geographical questions about the physical and human characteristics of a location * Use maps, atlases, globes and digital computer mapping to locate countries and describe features * Use fieldwork to observe and record the human and physical features in the local area, using a range of methods * Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics including: hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time * Name and locate the countries of Europe and identify their main physical and human characteristics |
| To investigate patterns   * Name and locate the equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and date time zones. Describe some of the characteristics of these geographical areas * Describe geographical similarities and differences between countries   Describe how the locality of the school has changed over time |
| To communicate geographically   * Describe key aspects of physical features (rivers, mountains, volcanoes, earthquakes and the water cycle) * Describe key aspects of human features (settlements and land use) * Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the UK and the wider world |

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| History |
| To investigate and interpret the past   * Use evidence to ask questions and find answers to questions about the past * Suggest suitable sources of evidence for historical enquiries to gain an accurate understanding of history * Describe different accounts of a historic event, explaining some of the reasons why the accounts may differ * Suggest causes and consequences of some of the main events and changes in history |
| To build an overview of world history   * Describe changes that have happened in the locality of the school throughout history * Give a broad overview of life in Britain from ancient to medieval times * Give a broad overview of life in Britain from medieval until the Tudor and Stuart times * Describe the social, ethnic, cultural or religious diversity of past society * Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children |
| To understand chronology   * Place events, artefacts and historical figures on a timeline using dates * Understand the concept of change over time, representing this along with evidence on a timeline * Use dates and terms to describe events |
| To communicate historically   * Use appropriate historical vocabulary including: dates, time period, era, change, chronology. * Use English, Maths and ICT skills to communicate information about the past |

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| Computing |
| To code   * Create conditions for actions by sensing proximity or by waiting for a user input * Use variables to store a value * Use the functions define, set, change, show and hide to control the variables * Use the Reporter operators ( ) + ( ), ( ) - ( ), ( ) \* ( ), ( ) / ( ) |
| To connect   * Give examples of the risks posed by online communications * Understand the term copyright * Understand that comments made online that are hurtful and offensive are the same as bullying * Understand how online services work * Contribute to blogs that are moderated by teachers |
| To communicate   * Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally |
| To collect   * Design and construct databases |

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| Art and design |
| To develop ideas   * Respond to ideas and starting points * Explore ideas and collect visual information |
| To master techniques  Drawing   * Use different hardness of pencils to show line, tone and texture * Annotate sketches * Sketch lightly and use shading to show light and shadow * Use hatching and cross hatching to show tone and texture   Painting   * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines * Mix colours effectively * Use watercolour to produce washes for backgrounds and then add detail * Experiment with creating mood and colour   Collage   * Select and arrange materials for a striking effect * Use coiling, overlapping, tessellation, mosaic and montage   Sculpture   * Create and combine shapes to create recognisable forms * Include texture that conveys feelings, expression or movement * Use clay and other mouldable materials * Add materials to provide interesting detail   Print   * Use layers of two or more colours * Replicate patterns observed in natural or built environments * Make printing blocks * Make precise repeating patterns |
| To take inspiration from the greats   * Replicate some of the techniques used by notable artists * Create original pieces that are influenced by the study of others |

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| Design and technology |
| To master practical skills  Food   * Prepare ingredients hygienically using appropriate utensils * Measure ingredients to the nearest gram accurately * Follow a recipe * Assemble or cook ingredients   Materials   * Cut materials accurately and safely by selecting appropriate tools * Measure and mark to the nearest mm * Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material * Select appropriate joining techniques   Textiles   * Understand the need for a seam allowance * Join textiles with appropriate stitching * Select the most appropriate techniques to decorate textiles * Use basic cross stitch and back stitch * Quilt pad and gather fabric   Construction   * Choose suitable techniques to construct products or to repair items * Strengthen materials using suitable techniques |
| To design, make, evaluate and improve   * Design and make products by working efficiently (carefully selecting materials) * Refine work and techniques as work progresses continually evaluating the product design * Use software to design and represent product designs |
| To take inspiration from design throughout history   * Identify some of the great designers to generate ideas for designs * Improve upon existing designs giving reasons for choice * Disassemble products to understand how they work |

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| Music |
| To perform   * To sing in tune from memory with accurate pitch * Maintain a simple part within a group * Show control of voice * Play notes on an instrument with care * Perform with control and awareness of others |
| To compose   * Use drones as accompaniments * Choose, order, combine and control sounds to create an effect * Use digital technologies to compose pieces of music |
| To transcribe   * Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent |
| To describe music   * Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music * Evaluate music using musical vocabulary to identify areas of likes and dislikes * Understand layers of sounds and discuss their effect on mood and feelings |

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| RE |
| Christianity   * Learn/understand how language in worship express Christian belief * Learn/understand what ways the bible teaches Christians to treat each other * Learn/understand how these lessons are expressed in practice   Islam   * Learn/understand what the Quran teaches Muslims about how they should treat each other * Learn/understand how Muslim teachings guide the way Muslims act in the world * Learn/understand how Muslims beliefs are expressed in practice   Hinduism   * Learn/understand how Hindus reflect their faith in the way they live * Learn/understand what Karma is and how it drives the cycle of Samsara * Learn/understand how a Hindu may seek to achieve Moksha   Buddhism   * Learn/understand Buddhist and non religious beliefs about forgiveness * Learn/understand the journeys carried out by Buddhists and key beliefs expressed by the journey   Sikhism   * Learn/understand Sikh and non religious beliefs about forgiveness |

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| PSHE (Jigsaw) |
| Areas:   * Being me in my world * Celebrating difference * Dreams and goals * Healthy me * Relationships * Changing me |

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| MFL (French) |
| All around town   * Where do you live? * In my town * Counting tens * Counting to 100 * My address is… * How do you say?   On the move   * Transport * How do you go to school? * Directions * I like to move it * How do I get to? * We all go together!   Going Shopping   * Fruit * Vegetables * Clothes * Where can I buy? * French money * Let’s go shopping   Where in the world?   * The UK * Where do they speak French? * The equator * Continents * Animals * Which continent are they from?   What’s the time?   * O’clock and half past * My day * What’s on TV? * Quarter past and quarter to * The school day * A maths lesson on time   Holidays and hobbies   * The seasons * The weather * Weather around the world * Holidays * Sports * Hobbies |