

## Year 4 Summer Term Curriculum Overview 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
<b>MATHEMATICS</b>	<p><b>On-going application of mental, communication, problem solving and reasoning skills.</b></p> <p><b>Spring 2 Lockdown catch up</b></p> <p><b>Ready to Progress Guidance –</b>  <b>4NPV–1</b> Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.  <b>4NPV–2</b> Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning.  <b>4NPV–3</b> 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, and rounding to the nearest of each.  <b>4NPV–4</b> Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.  <b>4NF–1</b> Recall multiplication and division facts up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number.  <b>4NF–2</b> Solve division problems, with two-digit dividends and one-digit divisors that involve remainders, and interpret remainders appropriately according to the context.  <b>4NF–3</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)  <b>4MD–1</b> Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.  <b>4MD–2</b> Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.  <b>4MD–3</b> Understand and apply the distributive property of multiplication.  <b>4F–1</b> Reason about the location of mixed numbers in the linear number system.  <b>4F–2</b> Convert mixed numbers to improper fractions and vice versa.  <b>4F–3</b> Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.  <b>4G–1</b> Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.  <b>4G–2</b> Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.  <b>4G–3</b> Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</p> <p><b>Rest of Year 4 curriculum</b></p> <ul style="list-style-type: none"> <li>• To order and compare numbers beyond 1,000</li> <li>• To recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</li> <li>• To solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>• To find 1,000 more or less than a given number</li> <li>• To count backwards through 0 to include negative numbers</li> <li>• To recognise and write decimal equivalents of any number of tenths or hundreds</li> <li>• To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>• To count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>• To compare numbers with the same number of decimal places up to 2 decimal places</li> <li>• To recall multiplication and division facts for multiplication tables up to 12 × 12</li> <li>• To multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>• To solve simple measure and money problems involving fractions and decimals to 2 decimal places</li> <li>• To divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (Y5)</li> <li>• To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value</li> <li>• To find the area of rectilinear shapes by counting squares</li> <li>• To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and size.</li> </ul>						<p>Assessment Week</p>	<b>HALF TERM</b>	<p><b>On-going application of mental, communication, problem solving and reasoning skills.</b></p> <p><b>Ready to Progress Guidance –</b></p> <p><b>4NPV–1</b> Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.  <b>4NPV–2</b> Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning.  <b>4NPV–3</b> 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, and rounding to the nearest of each.  <b>4NPV–4</b> Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.  <b>4NF–1</b> Recall multiplication and division facts up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number.  <b>4NF–2</b> Solve division problems, with two-digit dividends and one-digit divisors that involve remainders, and interpret remainders appropriately according to the context.  <b>4NF–3</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)  <b>4MD–1</b> Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.  <b>4MD–2</b> Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.  <b>4MD–3</b> Understand and apply the distributive property of multiplication.  <b>4F–1</b> Reason about the location of mixed numbers in the linear number system.  <b>4F–2</b> Convert mixed numbers to improper fractions and vice versa.  <b>4F–3</b> Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.  <b>4G–1</b> Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.  <b>4G–2</b> Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. 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Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</p> <p><b>Rest of Year 4 curriculum</b></p> <ul style="list-style-type: none"> <li>• To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• To estimate and use inverse operations to check answers to a calculation</li> <li>• To solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</li> <li>• To solve simple measure and money problems involving fractions and decimals to 2 decimal places</li> <li>• To describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• To plot specified points and draw sides to complete a given polygon</li> <li>• To describe movements between positions as translations of a given unit to left/right or up/down</li> <li>• To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>• To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> <li>• To multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>• To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>• To divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context (Y5)</li> <li>• To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number [for example, <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}</math> ] (Y5).</li> </ul>						<p>Assessment Week</p>

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<b>ENGLISH</b>	<p><b><u>I was a Rat or The Scarlet Slippers by Phillip Pullman</u></b></p> <ul style="list-style-type: none"> <li>To engage children with a story with which they will empathise</li> <li>To explore themes and issues, and develop and sustain ideas through discussion</li> <li>To develop creative responses to the text through drama, storytelling and artwork</li> <li>To write in role in order to explore and develop empathy for character</li> <li>To write with confidence for real purposes and audiences.</li> </ul> <p><b>Possible Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>To write newspaper articles</li> <li>To edit and publish newspaper articles.</li> </ul>						
<b>SCIENCE</b>	<p><b><u>Living Things and their Habitat</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Star scientist - Jacques Cousteau.</p>						
<b>HISTORY</b>							
<b>GEOGRAPHY</b>	<p><b><u>Can the earth shake, rattle and roll?</u></b></p> <ul style="list-style-type: none"> <li>To have an understanding of the causes, outcomes and location of earthquakes</li> <li>To have some understanding of the causes, outcomes and locations of volcanoes</li> <li>To understand/list the hazards and distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today</li> <li>To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones</li> <li>To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues</li> <li>To create a working model of a volcano.</li> </ul>						

<p><b><u>The Lost Happy Endings by Carol- Ann Duffy</u></b></p> <ul style="list-style-type: none"> <li>To explore, interpret and respond to a picture book</li> <li>To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience</li> <li>To study the language and writing style of an author in order to broaden knowledge of vocabulary</li> <li>To develop creative responses to the text through drama, storytelling and artwork</li> <li>To write in role in order to explore and develop empathy for characters</li> <li>To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate.</li> </ul> <p><b>Possible writing outcomes</b></p> <ul style="list-style-type: none"> <li>To create settings for stories</li> <li>To write information texts/ non- chronological reports about forest habitats and animals</li> <li>To create different types of poetry</li> <li>To add extra chapters of a book and continue in the style of the author</li> <li>To change the endings of traditional Fairy Tales.</li> </ul>						
<p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive systems in humans</li> <li>Identify the different types of teeth in humans and their functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p>Star scientist – William Beaumont.</p>						
<p><b><u>Was the Roman invasion good or bad for Britain?</u></b></p> <ul style="list-style-type: none"> <li>To understand the reasons why the Romans wanted to invade and settle in Britain</li> <li>To understand why the Romans were able to defeat the Celts</li> <li>To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall</li> <li>To be able to reach a valid conclusion on whether Roman roads were a positive development</li> <li>To use evidence to decide which of the Roman developments has the greatest significance today</li> <li>To use evidence to re-enact experiences in the Roman Army.</li> </ul>						

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ART	<p><b><u>The Egyptians</u></b></p> <ul style="list-style-type: none"> <li>• Make informed choices in drawing Inc. paper and media</li> <li>• Mix a variety of colours to know which primary colours make secondary colours</li> <li>• Experiment with different effects and textures</li> <li>• Alter and refine drawings and describe changes using art vocabulary</li> <li>• Use a developed colour vocabulary</li> <li>• Collect images and information independently in a sketchbook</li> <li>• Choose paints and implements appropriately</li> <li>• Work confidently with a range of tools, e.g. thin brush, small picture</li> <li>• Be able to discuss purpose of a project, highlight key features and design purpose</li> <li>• Start to generate ideas, considering the purposes for which they are designing- link with other subjects</li> <li>• Confidently make labelled drawings from different views showing specific features</li> <li>• When planning, explain choice of materials and components according to function and aesthetic</li> <li>• Start to evaluate their work both during and at the end of the assignment.</li> </ul> <p><b><u>Artist</u></b> Alaa Awad</p>						
DT							
COMPUTING	<p><b>COMPUTING STRAND: Information Technology</b> <b>Unit 4.3 Spreadsheets – Programs; 2Calculate</b></p> <ul style="list-style-type: none"> <li>• To use the formula wizard in the advanced mode to add formulae and explore formatting cells</li> <li>• To use the timer and spin button</li> <li>• To use line graphs</li> <li>• To use spreadsheet for budgeting</li> <li>• To explore place value with a spreadsheet.</li> </ul>						<p>Catch up / Consolidation</p>

<p><b><u>Roman Shields</u></b></p> <ul style="list-style-type: none"> <li>• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, with alternative suggestions, if the first attempts fail</li> <li>• When planning, consider the views of others and users, including relationship and link to Roman era, to tailor and improve their work</li> <li>• To make drawings with labels when designing</li> <li>• When planning, explain their choice of materials and components including function and aesthetics</li> <li>• Select a wider range of tools and techniques for making their product including woodwork and other malleable materials, be able to create a shield shape</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy</li> <li>• Start to work safely and accurately with a range of simple tools</li> <li>• Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</li> <li>• Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose, does the finished item look like their initial drawing?</i></li> </ul> <p><b><u>Designers: Dick George Creatives (Prop designers)</u></b></p>						
<p><b>COMPUTING STRAND: Computer Science</b> <b>Unit 4.5 Logo – Programs; 2Logo</b></p> <ul style="list-style-type: none"> <li>• To learn the language of Logo. To input simple instructions on Logo</li> <li>• To use Logo to create letters</li> <li>• To use the Repeat function in Logo to create shapes</li> <li>• To use the Build feature in Logo.</li> </ul>				<p><b>COMPUTING STRAND: Computer Science</b> <b>Unit 4.8 Hardware</b> <b>Investigators - Programs; 2Connect, 2Question, 2Quiz,</b></p> <ul style="list-style-type: none"> <li>• To understand the different parts that make up a computer</li> <li>• To recall the different parts that make up a computer.</li> </ul>		

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PE

### Cricket

- To throw and catch the ball with increasing accuracy
- To hit the ball in to zones to score points
- To work as an individual to keep score
- To anticipate when to run to score singles
- To work with a partner to score singles
- To work with a partner to score runs
- To run at speed to avoid being run out
- To intercept a moving ball over varying distances
- To intercept balls to stop runs in game situations
- To work with team to return balls un the field
- To bowl overarm from a stationary position at a target
- To attempt to bowl over arm in a game
- To bowl from both ends of the wicket (over and under arm)
- To use the pull shot in isolation
- To attempt a pull shot in a game situation
- To decide where to field against someone who can hit a pull shot
- To use overarm bowling in game situation with some consistency
- To effectively stop a bouncing ground ball
- To identify and describe successful play.

### Athletics

- To challenge yourself to jump in a variety of ways for distance and height
- To show different ways of running
- To compare different throws with different equipment
- To assess what fast running feels like
- To practice and perform running at speed
- To compete over short distances against self and others
- To use running to increase distance of jumps
- To judge speed to take off a specified point
- To demonstrate control upon take off
- To introduce sling technique for discuss throws
- To practice wind up technique
- To practice with different equipment
- To perform running on a curve
- To perform a baton exchange
- To analyse as teams how to improve the baton exchange
- To work together in small teams to score points on running, jumping and throwing activities
- To challenge self to improve scores using appropriate techniques
- To evaluate to aim to improve performance second time.

MUSIC

### **Unit: Blackbird**

#### **Styles covered (Historical context): The Beatles**

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.

#### **MUSIC STRAND: Listen & Appraise**

- Begin to recognise styles, find the pulse, recognise instruments, discuss, listen, and discuss other dimensions of music.

#### **MUSIC STRAND: Musical Activities**

##### **Games**

- Continue to internalise, understand, feel, know how the dimensions of music work together
- Focus on warm-up Games. Pulse, rhythm, pitch, tempo, dynamic
- Eventually explore the link between sound and symbol.

##### **Singing**

- Continue to sing, learn about singing and vocal health
- Continue to learn about working in a group/band/ensemble.

##### **Playing**

- Continue to play a classroom/band instrument in a group/band/ensemble
- Eventually explore the link between sound and symbol.

##### **Improvisation**

- Continue to explore and create your own responses, melodies and rhythms.

##### **Composition**

- Continue to create your own responses, melodies and rhythms and record them in some way
- Eventually explore the link between sound and symbol.

#### **MUSIC STRAND: Perform/Share**

- Continue to work together in a group/band/ensemble and perform to each other and an audience
- Discuss/respect/improve your work together.

### **Unit: Reflect, Rewind and Replay**

#### **Styles covered (Historical context): Western Classical Music and your choice from Year 4**

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.

#### **MUSIC STRAND: Listen & Appraise**

- Begin to recognise styles, find the pulse, recognise instruments, discuss, listen, and discuss other dimensions of music.

#### **MUSIC STRAND: Musical Activities**

##### **Games**

- Continue to internalise, understand, feel, know how the dimensions of music work together
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- Continue to play a classroom/band instrument in a group/band/ensemble
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SRE/ PSHE	<p><b><u>SRE</u></b></p> <ul style="list-style-type: none"> <li>To describe the human lifecycle. They can describe some of the changes that happen as we grow up They can explain how puberty fits into the human lifecycle</li> <li>To identify which parts of the body change during puberty. They can describe some of the physical differences between children and teenagers</li> <li>To understand that going through puberty can affect their bodies and feelings. They understand that children change into adults so that they are able to reproduce, and puberty is a part of this process</li> <li>To recognise that becoming more independent can also mean having more responsibility for looking after themselves.</li> </ul> <p><b><u>Healthy Living</u></b></p> <ul style="list-style-type: none"> <li>To know why and how to keep safe in the sun and protect skin from sun damage.</li> </ul> <p><b><u>Autism Awareness Week</u></b></p> <ul style="list-style-type: none"> <li>To know about a wider range of feelings, both good and bad. Children understand that people can experience conflicting feelings at the same time</li> <li>To learn some simple strategies for learning alongside children with autism.</li> </ul>	<p><b><u>My Money Week - Trip to Kidzania – (Covid dependant)</u></b></p> <ul style="list-style-type: none"> <li>To know there is a range of jobs – paid and unpaid.</li> <li>To describe different jobs that they might do to earn money when they are older. They understand that some jobs pay more than other</li> <li>To understand that managing money is complex and if they need help, there are people who can help them</li> <li>To know that some things are better ‘value for money’ than others. They understand that it may not be possible to have everything you want, straight away, if at all.</li> </ul> <p><b><u>British Values</u></b></p> <p><b><u>The Rule of Law</u></b></p> <ul style="list-style-type: none"> <li>To explore and make rules, learning their value and purpose</li> <li>To identify the different rules we have in our lives and how they make a difference</li> <li>To identify the negative consequences of not following rules both in our personal lives and in society in general</li> </ul> <p><b><u>Individual Liberty</u></b></p> <ul style="list-style-type: none"> <li>To celebrate the uniqueness of each individual and the power of being different</li> <li>To explore ways people are free to be themselves and should be proud of who they are</li> <li>To know that having liberty is the freedom to make choices about how they live their lives.</li> </ul>
FRENCH	<p><b><u>En Classe (In The Classroom)</u></b></p> <ul style="list-style-type: none"> <li>To recognise and repeat from memory simple classroom objects and use the correct gender</li> <li>To say what they have and do not have in their pencil case</li> <li>To recognise and respond to simple classroom commands and praise.</li> </ul>	<p><b><u>En Famille (The Family)</u></b></p> <ul style="list-style-type: none"> <li>To say the nouns in French for members of their family</li> <li>To tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary</li> <li>To continue to count, reaching 100, to enable students to say the age of various family members</li> <li>To understand the concept of mon, ma and mes in French.</li> </ul>

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### Parasha:

- Tazria-Metzora – lashon hara
- Achrei Mot- Kedoshim – kashrut
- Emor – making a kiddush Hashem
- Bamidbar – honour comes with responsibility
- Beha'alotcha – loving mitzvot.

### Skills: Ivrit - Weather and Picnic in the Park

- To be able to recall key vocabulary words
- To be able to use the vocabulary words to build sentences.

#### Writing

- To be able to transfer all block letters (including final letters) to script
- To be able to write short sentences in Hebrew.

#### Reading

- To be able to read four syllable words confidently
- To know the rule of a double sheva at the end of a word
- To be confident in reading a sentence in script letters.

### Topic: Shabbat

- Know the basic concept of *Melacha*
- To know that there were 39 types of work that were used to build the Mishkan and these help us to know what we cannot do on Shabbat
- To know that these are called the 39 melachot
- To be able to explain how we know what we can and can't do on.

### Chagim: Yom Hazikaron, Yom Haatzmaut, Yom Yerushalayim, Lag B'omer and Shavuot

- To understand the process that led to the creation of modern day State of Israel, namely the role of the United Nations vote
- To know the names of the Shivat Haminim in Hebrew and English and know that Israel is praised in the Torah for them
- To know the five names of Shavuot in Hebrew and in English and their significance to including: Shavuot, Atzeret, Zman Matan Toratenu, Chag Ha'Bikurim, and Chag Hakatzir
- To know that Bikkurim and special wheat harvest were brought on Shavuot at the time of the Bet HaMikdash
- Knows that Shavuot is only 1 day in Israel.

### Parasha:

- Korach – being satisfied
- Chukat – the ways we show respect to a Cohen
- Balak – be aware of warnings
- Pinchas – leadership qualities
- Matot-Ma'asei – having feelings of regret
- Dvarim – respecting people's feelings
- Vaetchanan – making Shabbat holy.

### Skills: Ivrit - Weather and Picnic in the Park

- To identify the grammatical differences between male and female, singular and plural.

#### Writing

- To be able to write Hebrew sentences in script letters.
- To be able to write a short passage in Hebrew (3 sentences or more).

#### Reading

- To know the kamatz katan rule
- To know the patach genuva rule.

### Topic: Shabbat

- To understand that you can enjoy Shabbat without the need for electronic devices
- To know that there are special Shabbatot, their names and understand why we have them
- To understand the idea of an eruv
- To know the difference between Shabbat and Yom Tov.

### Chagim: 3 weeks

- To know the story of Kamtza and Bar Kamtza and how it relates to Tisha B'Av
- To understand the words "Sinat Chinam" and how this led to the destruction of the Bet HaMikdash as opposed to "Ahavat Chinam" which will help rebuild it
- To know that 17<sup>th</sup> Tammuz and Tisha B'Av are two of the four fasts linked to the destruction of the Bet HaMikdash.