

Year 4 Spring Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13	Week14
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <ul style="list-style-type: none"> To order and compare numbers beyond 1000 To round any number to the nearest 10, 100 or 1000 To use place value to add and subtract multiples of 10, 100 and 1000 to and from 4-digit numbers To count in multiples of 6, 7, 9, 25 and 1000 To add and subtract numbers with up to 4 digits using the formal written methods of <ul style="list-style-type: none"> columnar addition and subtraction where appropriate To recognise and use factor pairs and commutativity in mental calculations To recall multiplication and division facts for multiplication tables up to 12×12 To solve simple measure and money problems involving fractions and decimals to two decimal places To estimate, compare and calculate different measures, including money in pounds and pence To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers 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 To recognise and show, using diagrams, families of common equivalent fractions To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes To identify acute and obtuse angles and compare and order angles up to two right angles by size To identify lines of symmetry in 2-D shapes presented in different orientations To complete a simple symmetric figure with respect to a specific line of symmetry To divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders To identify factors and multiples, and begin to find common factors To estimate, compare and calculate different measures, including money in pounds and pence. 						ASSESSMENT WEEK	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <ul style="list-style-type: none"> To round decimals with one decimal place to the nearest whole number 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 To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why To solve number and practical problems that involve large positive integers To estimate, compare and calculate different measures, including money in pounds and pence To read, write and convert time between analogue and digital 12- and 24-hour clocks To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) To multiply two-digit and three-digit numbers by a one-digit number using formal written layout To divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders <p style="text-align: center;">To solve addition and subtraction two-step problems in contexts.</p>						ASSESSMENT WEEK	
	ENGLISH	<p><u>The Miraculous Journey of Edward Tulane by Kate DiCamillo</u></p> <ul style="list-style-type: none"> To explore the themes of friendship and loyalty To appreciate how a character changes through the course of a story To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To progressively build a varied and rich vocabulary and an increasing range of sentence structures 						HALF TERM	<p><u>I was a Rat or The Scarlet Slippers by Phillip Pullman</u></p> <ul style="list-style-type: none"> To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To write in role in order to explore and develop empathy for character To write with confidence for real purposes and audiences. <p>Non-fiction formal texts on rats.</p> <p><u>Possible writing Outcomes</u></p>						

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	<ul style="list-style-type: none"> To assess the effectiveness of their own and others' writing and suggesting improvements. <p><u>Possible writing outcomes</u></p> <ul style="list-style-type: none"> Diary writing Writing in role Instructional writing Newspaper writing Poetry Explanation. 		<ul style="list-style-type: none"> Recount Conversation/ Discussion Poetry Character study Writing in a chosen form for a chosen audience Persuasion.
SCIENCE	<p>Sound</p> <ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength of the vibrations that produced it To recognise that sounds get fainter as the distance from the sound source increases. <p>Star scientist: Alexander Graham Bell – invented telephone</p>		<p>Living Things and their Habitat</p> <ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things. <p>Star scientist: Jacques Cousteau – explorer, conservationist, scientist</p>
HISTORY			<p>What were the greatest changes in Crime and Punishment?</p> <ul style="list-style-type: none"> To understand how and why laws and punishments change over time To explain how attitudes towards crime have changed over time To understand how and why the police force has changed over time To understand that views on what is a punishment have changed over time To understand how and why attitudes towards the suffragettes have changed over time To share our knowledge about the changes in Crime and Punishment.
GEOGRAPHY	<p>Why is climate important?</p> <ul style="list-style-type: none"> To recap weather, and start to learn about climate, climate zones and biomes To find out about the polar climate zone, and to learn about the tundra biome To find out about the hottest, driest places on Earth and the tropical desert climate zone To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic. 		
ART			<p>The Egyptians</p> <ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media Mix a variety of colours to know which primary colours make secondary colours Experiment with different effects and textures Alter and refine drawings and describe changes using art vocabulary Use a developed colour vocabulary Collect images and information independently in a sketchbook Choose paints and implements appropriately Work confidently with a range of tools, e.g. thin brush, small picture Be able to discuss purpose of a project, highlight key features and design purpose

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DT	<p>Pencil Cases</p> <ul style="list-style-type: none"> Children will study and describe a variety of pencil cases, identifying their fastenings and how materials have been joined Children will learn about a variety of hand-sewing stitches, then either practise joining pieces of scrap material using different hand-sewing stitches, or practise stitches using a template Children will learn how zips, buttons, poppers and toggles may be used to fasten pencil cases. They may then either practise sewing buttons and button holes, or sewing and attaching toggles and loops Children will consider ways in which sewing patterns, and fastening of other materials and embellishments by sewing may make a product design more attractive. They will then practise decorative sewing methods Children will draw and annotate a design for a pencil case, taking into consideration some given limitations, and thinking about how it may be decorated Referring to previously created designs, children will make and evaluate pencil cases. Can they review and express what went well and what they were good at. <p>Designers - Brands such as Smiggles</p>											
COMPUTING	<p>COMPUTING STRAND: Digital Literacy Unit 4.2 Online Safety - Programs; 2Respond, 2Connect, 2Investigate</p> <ul style="list-style-type: none"> To understand how children can protect themselves from online identity theft To understand that information put online leaves a digital footprint or trail and that this can aid identity theft To identify the risks and benefits of installing software including apps To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism To identify appropriate behaviour when participating or contributing to collaborative online projects for learning To identify the positive and negative influences of technology on health and the environment To understand the importance of balancing game and screen time with other parts of their lives. 			<p>COMPUTING STRAND: Computer Science Unit 4.8 Hardware Investigators - Programs; 2Connect, 2Question, 2Quiz,</p> <ul style="list-style-type: none"> To understand the different parts that make up a computer To recall the different parts that make up a computer. 			Catch up/consolidate	<p>COMPUTING STRAND: Information Technology Unit 4.4 Writing for Different Audiences - Programs; Writing Templates, 2Simulate, 2Connect (Mind Map), 2Publish Plus</p> <ul style="list-style-type: none"> To explore how font size and style can affect the impact of a text To use a simulated scenario to produce a news report To use a simulated scenario to write for a community campaign. 				Catch up/consolidate
PE	<p>Tag Rugby</p> <ul style="list-style-type: none"> To pass and receive a ball with accuracy. To run with a ball using the correct technique. 									<p>Hockey</p> <ul style="list-style-type: none"> To be able to consistently perform basic hockey skills such as dribbling and push pass To implement the basic rules of hockey 		

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	<ul style="list-style-type: none"> To successfully pick up the ball when running. To keep possession of the ball in small groups. To increase distances on passes. To identify when to run or pass. To use tactics and team work to score tries. <p>Swimming</p> <ul style="list-style-type: none"> To confidently swim 25 metres using front crawl, breast stroke and back stroke. To know what to do in order to life save. 		<ul style="list-style-type: none"> To develop tactics and apply them in competitive situations To increase speed and endurance during game play To play in competitive games developing stamina and endurance To practice and use running, sprinting and dynamic balance in games Work collaboratively to use basic tactics for defending and attacking.
MUSIC	<p>Unit: Changes in Pitch, tempo and dynamics Theme: Rivers</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music Identifying gradual dynamic and tempo changes within a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues) Identifying common features between different genres, styles and traditions of music Recognising, naming and explaining the effect of the interrelated dimensions of music Identifying scaled dynamics (crescendo/decrescendo) within a piece of music Using musical vocabulary to discuss the purpose of a piece of music. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments Beginning to improvise musically within a given style (Blues) Developing melodies using rhythmic variation, transposition, inversion, and looping Creating a piece of music with at least four different layers and a clear structure Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions Suggesting improvements to others work, using musical vocabulary. <p>Performing</p> <ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes 	<p>Unit: Haiku, music and performance Theme: Hanami Festival</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music Identifying gradual dynamic and tempo changes within a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues) Identifying common features between different genres, styles and traditions of music Recognising, naming and explaining the effect of the interrelated dimensions of music Identifying scaled dynamics (crescendo/decrescendo) within a piece of music Using musical vocabulary to discuss the purpose of a piece of music. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments Beginning to improvise musically within a given style (Blues) Developing melodies using rhythmic variation, transposition, inversion, and looping Creating a piece of music with at least four different layers and a clear structure Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions Suggesting improvements to others work, using musical vocabulary. <p>Performing</p> <ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes Singing and playing in time with peers, with accuracy and awareness of their part in the group performance Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique Playing syncopated rhythms with accuracy, control and fluency Playing simple chord sequences (12 bar blues) <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>	

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	<ul style="list-style-type: none"> Singing and playing in time with peers, with accuracy and awareness of their part in the group performance Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique Playing syncopated rhythms with accuracy, control and fluency Playing simple chord sequences (12 bar blues) <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>		
SRE/ PSHE	<p><u>Internet Safety</u></p> <ul style="list-style-type: none"> To know about people who help them stay healthy and safe in both the real and online world To know what to do if faced with something they are uncomfortable with online To recognise the need to choose age-appropriate games to play on their devices, and when to limit use To recognise the need to protect their devices from viruses. <p><u>Cross – Curricular work in Geography</u></p> <ul style="list-style-type: none"> To be aware of a range of different environmental concerns, both locally and globally To research, discuss and debate issues related to the environment. <p><u>Children’s Mental Health Week / Mindfulness Week – Link to PE and Healthy Living</u></p> <ul style="list-style-type: none"> To know about a wider range of feelings, both good and bad. Children understand that people can experience conflicting feelings at the same time To understand that life is full of small, brave steps To know that sharing worries with someone they trust is a brave thing to do. 		<p><u>RSHE</u></p> <ul style="list-style-type: none"> 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 To identify which parts of the body change during puberty. They can describe some of the physical differences between children and teenagers 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 To recognise that becoming more independent can also mean having more responsibility for looking after themselves. <p><u>Trip to Kidzania – (Covid dependant)</u></p> <ul style="list-style-type: none"> To know there is a range of jobs – paid and unpaid. To describe different jobs that they might do to earn money when they are older. They understand that some jobs pay more than other To understand that managing money is complex and if they need help, there are people who can help them 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.
FRENCH	<p><u>La Famille (The Family)</u></p> <ul style="list-style-type: none"> To tell somebody the members, names and various ages of either their own or a fictional family in French To continue to count in French, with the option of reaching 100, enabling students to say the age of various family members To understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French To move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have). 		<p><u>Au Café (At the Café)</u></p> <ul style="list-style-type: none"> To order from a selection of foods from a French menu To order from a selection of drinks from a French menu To order a French breakfast To order typical French snacks To ask for the bill To remember how to say hello, goodbye, please and thank you.
JS	<p><u>Parasha</u></p> <ul style="list-style-type: none"> To know the name of the weekly Parasha To be able to write the name of the weekly Parasha and understand its meaning Parashat Bo – To know that everyone has an important role to play in the world Parashat Beshalach – To appreciate the needs of others Parashat Yitro – To understand the power of unity Parashat Mishpatim – To review the laws of Kashrut Parashat Terumah – To know that charity should be given selflessly Parashat Tetzaveh – To know the meaning of Derech Eretz and how we can apply it to our lives. <p><u>Skills</u></p> <ul style="list-style-type: none"> Hallel Min Hametzar with focus on ‘hidden Vav within a word’ Prayer for Medinat Yisrael with focus on ‘letter Vav with Cholam Chaser’ 		<p><u>Parasha</u></p> <ul style="list-style-type: none"> To know the name of the weekly Parasha To be able to write the name of the weekly Parasha and understand its meaning Parashat Vayakhel – To understand some of the laws of Shabbat Parashat Pekudei – To appreciate the importance of working on something together. <p><u>Skills</u></p> <ul style="list-style-type: none"> Megillat Esther with review of ‘letter Vav with cholam chaser’ Megillat Esther with review of ‘double sh’va at the end of a word’ Megillat Esther with review of ‘Kamatz Katan’. <p><u>Chagim: Purim</u></p> <ul style="list-style-type: none"> To understand the origin and meaning of the word Purim

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- Brachah Acharonah with focus on 'double Sh'va at the end of a word
- Excerpts from Mishpatim with focus on four syllable words
- Describing vessels of the Mishkan with focus on Kamatz Katan
- Mizmor Shir l'yom Hashabbat with review of 'hidden Vav within a word.'

Topic

- To know who Devorah was and how she was the only female judge in Jewish history
- To know who Eliyahu HaNavi was and how he brought hope to the Jewish people of his generation
- To know what the ultimate act of compassion which Elisha did
- To analyse the differences between shamor and zachor in expanding on idea of do's and don'ts
- To know the significance of Friday Kiddush and how it relates to Shabbat.

Chagim: Tu BiShvat

- To review why trees are important for our environment
- To look at the source for Bal Tashchit in the Torah and understand about conservation and use of trees
- To know and experience the custom of a Tu Bishvat Seder.

- To know that Esther was also called Hadassah
- To know that the words– 'Layehudim hay'tah orah...' in the Havdalah service is taken from the Megillah
- To know the halachot for the four mitzvot of Purim
- To know that the mitzvah to observe Purim is not written in the Torah but was ordained by the Rabbis
- To know that Shushan Purim is on the fifteenth of Adar and how this affects Yerushalayim.

Chagim: Pesach

- To know that Pesach is the first of the Shalosh Regalim
- To know that the story of Pesach is written in Sefer Shemot
- To know about mechirat chametz and bitul chametz
- To know that for food to be Kasher for Pesach it must fulfil specific criteria
- To know specific topics and songs from the Haggadah and know some of their sources, including Avadim Hayinu, Rabbi Eliezer in English, Vehi She'amda, verses of Dayenu, Min Hametzar in Hallel
- To know when whole or half Hallel is said on Pesach and that Ya'aleh V'yavo is said
- To know that there are two days of Yom Tov at the beginning and at the end of Pesach (outside Israel) and only one day of Yom Tov at each end in Israel
- To know the names of all the items on the Seder plate in Hebrew and into the reasons for Zeroa, Beitzah and Chazeret, ensuring that they now know why we have all the items.