

## Year 4 Curriculum Coverage



<b>Spring Term Oh Mummy! What a Gizmo!</b>			
Topic texts	Knowledge	Skills	Enrichment Opportunities
	<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>Narrative Fiction- Journey (writing to entertain) Stories with adventure and mystery Stories in a world based in reality.</li> <li>Non-Fiction: Biography Tutankhamun</li> <li>Nonfiction: Explanation how to mummify</li> <li>Debate</li> <li>Persuasion</li> <li>Diary writing/reflection</li> </ul> <p style="text-align: center;"><b>Class Reading for Pleasure</b></p> <ul style="list-style-type: none"> <li>The boy who grew dragons</li> <li>Egyptian Cinderella</li> <li>Chosen by class</li> </ul>	<p><b><u>Reading</u></b> Develop positive attitudes to reading, and an understanding of what they read Understand what they read, in books they can read independently Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b><u>Writing</u></b> Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit Proofread for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Increase the legibility, consistency and quality of their handwriting</p>	<ul style="list-style-type: none"> <li>Virtual assemblies</li> <li>Walks around Dawley to 'map' our local area.</li> </ul> <p>'Experience lessons'</p> <p style="text-align: center;">Journeys</p> <p style="text-align: center;">Mummification</p>
	<p><b><u>Maths</u></b> (White Rose Scheme)</p>		



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	<p style="text-align: center;"><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for multiplication tables up to 12 ×12.</li> <li>•Count in multiples of 6, 7, 9. 25 and 1000.</li> <li>•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.</li> <li>•Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit.</li> <li>recognise and use factor pairs and commutativity in mental calculations</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul> <p style="text-align: center;"><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9. 25 and 1000.</li> <li>•Count backwards through zero to include negative numbers.</li> </ul> <p style="text-align: center;"><b>Measurement</b></p> <ul style="list-style-type: none"> <li>read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to day</li> </ul>	<p style="text-align: center;"><b>Number - fractions (including decimals)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>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>add and subtract fractions with the same denominator</li> <li>recognise and write decimal equivalents of any number of tenths or hundreds</li> </ul> <p style="text-align: center;"> <math>\frac{1}{4}, \frac{1}{2}, \frac{3}{4}</math> </p> <ul style="list-style-type: none"> <li>recognise and write decimal equivalents to <math>\frac{1}{4}, \frac{1}{2}, \frac{3}{4}</math></li> <li>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>round decimals with 1 decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to 2 decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to 2 decimal places</li> </ul>	
	<p><u>Science</u> Scientists Henry Beaumont?</p>		

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	<p style="text-align: center;"><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p style="text-align: center;"><b>Electricity</b></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>	<p style="text-align: center;"><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask questions based on their learning using scientific language</li> <li>• Make careful observations</li> <li>• Take part in and contribute towards an oral presentation of their observations</li> <li>• Record observations accurately</li> <li>• Set up a simple practical enquiry</li> <li>• Set up reliable and accurate investigations</li> <li>• Make and explain their predictions</li> <li>• Form a conclusion from their results that links their findings</li> <li>• Use scientific language</li> <li>• To use simple equipment safely and with increasing independence.</li> <li>• Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C</li> </ul> <p style="text-align: center;"><b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	
	<p><b>History</b> <b>(cross curricular)</b></p> <p>the achievements of the earliest civilizations ancient Egyptians.</p>	<p><b>Use timelines</b> to place events in order. <b>Understand</b> that timeline can be divided into BC and AD.  <b>Use historical vocabulary</b> e.g. century, decade.  <b>Use evidence to find out</b> how things have changed during a time period.  <b>Describe</b> how some of the past events/people affect life today</p>	

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		<p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to <b>collect information</b> about the past.</p> <p><b>Ask questions</b> such as 'how did people ....? What did people do for ....?'</p> <p><b>Suggest</b> sources of evidence to use to help answer questions</p> <p><b>Present findings</b> about past using speaking, writing, computing and drawing skills</p> <p>Use dates and terms with increasing accuracy.</p> <p><b>Discuss</b> different ways of presenting information for different purposes.</p>	
	<p><b>Art/ D&amp;T</b></p> <ul style="list-style-type: none"> <li>• <b>Drawing Skills personal progression and therapeutic drawing.</b></li> <li>• <b>Sculpture (CLAY) Canopic jars</b></li> <li>• <b>D&amp;T Cooking</b></li> <li>• <b>Instrument making</b></li> <li>• <b>Electric board game</b></li> </ul>	<p><b>Experiment</b> with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p><b>Draw</b> for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u></p> <p><b>Make marks and lines</b> with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p><b>Experiment</b> with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u></p> <p><b>Experiment</b> with different grades of pencil and other implements to draw different forms and shapes. Begin to <b>show an awareness</b> of objects having a third dimension.</p> <p><u>Tone</u></p> <p><b>Experiment</b> with different grades of pencil and other implements to achieve variations in tone.</p> <p><b>Apply</b> tone in a drawing in a simple way.</p> <p><u>Texture</u></p> <p><b>Create</b> textures with a wide range of drawing implements.</p> <p><b>Apply</b> a simple use of pattern and texture in a drawing.</p> <p>D&amp;T</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design</li> </ul>	

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		<ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],</li> <li>• accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> <li>• Technical knowledge</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	
	<p><b>Geography</b> <b>Location / Place Knowledge Skills and Fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Name and locate geographical regions, identifying human and physical characteristics, key topographical features (in hills, mountains and rivers).</li> <li>2. Understand how these features have changed over time.</li> <li>3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,</li> </ol>	<p>Build on prior knowledge of UK regions by <b>using maps to locate countries of Europe.</b></p> <p><b>Study maps to make assumptions</b> about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. <b>Identify hilliest areas and flattest areas</b> as well as <b>decide</b> which rivers they think are the largest.</p> <p><b>Study some pictures</b> of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. <b>Make reasoned judgements</b> about where the pictures are taken and <b>defend</b> e.g. a mountain top may be in France because there is a large mountain range there.</p> <p><b>Match key landmarks to the country and make suggestions</b> as to how landmarks affect a country (tourism, economy etc) e.e Eiffel tower in Paris generates</p>	

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		<p>a lot of revenue through tourism. Relate to UK landmarks.</p> <p><b>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. Year 4 to include NE, NW, SE &amp; SW</b></p> <p><b>Using maps, locate</b> the Equator, the Tropics of Cancer and Capricorn.</p> <p><b>Consider the countries and climates that surround these lines and discuss the relationships</b> between these and the countries. <b>Critically study photographs</b> – do they think these were taken close to the Equator or further away.</p> <p>Look at maps, pictures and other sources to <b>identify similarities and differences</b> between a UK region and Sicily. <b>Compare physical and human features, draw conclusions, pose questions and use prior knowledge</b> of map reading.</p> <p><b>Identify main trade and economy</b> in Sicily and <b>compare</b> to region of the UK.</p> <p><b>Ask, research and explain the following questions:</b> Why did the stone age civilization, the iron age settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? <b>Relate land use and trade to settlements.</b></p>	
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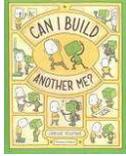
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	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• <b>Internet safety focus – To respond.</b></li> <li>• <b>Word processing.</b></li> </ul> <p><b>Safe computing use:</b></p> <ul style="list-style-type: none"> <li>• Understand the need for rules to keep me safe online.</li> <li>• Know that I need to keep personal information and passwords private – and that if not they could be used by others.</li> <li>• Understand the why caution is necessary when searching for information or images – that school has a firewall to protect us – home may not- what to do if they come across something unsuitable.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the Academy's safe internet policy.</li> <li>• Keep passwords private.</li> <li>• Use a variety of search engines to research. Variety of sources to verify information.</li> </ul>	
	<p><b>Music</b></p> <p><b>Music theory:</b>  <b>Learning simple notation of note value and how to read and clap simple notation.</b>  <b>Write and perform simple percussive rhythms.</b></p> <p><b>Create instruments – linked to science.</b></p> <ul style="list-style-type: none"> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> </ul>	<p><b>Sing</b> simple songs with others or individually, remembering the melody and keeping in time.  <b>Perform</b> in tune and with expression.  <b>Play</b> notes on instruments clearly and including steps/ leaps in pitch.  <b>Know the difference</b> between pulse and rhythm. <b>Start to use musical dimensions vocabulary</b> to describe music–duration, timbre, pitch, dynamics tempo, texture, structure. Use these words to identify where music works well/ needs improving.</p>	<p>Charanga</p> <p><b>*Famous musicians* composer of the month/term covered in assembly.</b></p> <p><b>Apply learnt knowledge of rhythm and notation to compose.</b></p>
	<p><b>PE</b></p> <p>Indoor and Outdoor</p> <ul style="list-style-type: none"> <li>• <i>Route following.</i></li> <li>• <i>Map use.</i></li> </ul>	<p><b>PE</b></p> <p>Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co- ordination. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.</p>	

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	<p><b>RE</b></p> <p><b>Should people of faith be courageous advocates?</b></p> <p>Prayer and Charitable work</p> <p><b>Sikhism</b></p> <p><b>Easter</b> focus week</p>	<p><b>PSHE</b></p> <ul style="list-style-type: none"><li>• Healthy and well being</li><li>• Relationships</li><li>• Living in the wider world</li><li>• Money</li></ul> <p>(Drip teach through other lessons) Covid 19</p>  <p>Book study and reflection. Resilience workshops</p>	
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