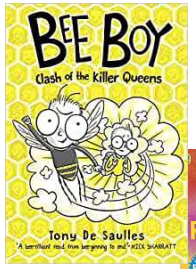
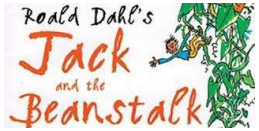
Year 4 Curriculum Coverage

Summer Term Year 4 Ms McMullan
Summer 1 The Natural World (Plants/Food)
Summer 2 The Natural World (Animals/Habitats/Responsibilities)

Topic texts	Knowledge	Skills	Enrichment Opportunities
   	**<u>English</u>** **<u>Narrative</u>** Traditonal tales with a twist (setting) Fables Diary Entries **<u>Non Fiction</u>** Newspaper Reports Biography **<u>Speaking and Listening</u>** Debate Playscripts	• **Reading** • 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. • **Writing** • 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	Possibility of Whole Academy Trip e.g. Cardingmill Valley Chick hatching Aquarium Maintenance Classroom plants Outdoor Learning Gardening Development Cooking Sessions Traditional Games Pedal Aid (cycling) Walks around Telford Town Park to 'map' our local area. Our WWF adopted Gorilla family. 

Year 4 Curriculum Coverage

Maths
(White Rose Scheme)

- Fractions continued
- Geometry (Properties of Shape)
- Geometry (Position and Direction)
- Measurement (Time and Money)
- Statistics

On-going Recap
The four major operations
Times tables

- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year - solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days including analogue and digital 12- and 24-hour clocks
- compare durations of events

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
  complete a simple symmetric figure with respect to a specific line of symmetry.

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- 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
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to 4 1 , 2 1 , 4 3
- 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
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

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	Science **Plants (missed during lockdown 2020 when in yr 3)** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **Living things and their Habitats** Children will use the local environment to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. **Recapping of key understanding from Spring term lockdown:** • Teeth function. • Food chains.	• Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. • Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. • Learn to use some new equipment appropriately (eg data loggers). • Begin to see a pattern in my results. • Begin to choose from a selection of equipment. • Begin to observe and measure accurately using standard units including time in minutes and seconds. • Ask some **relevant questions and use** different **types of scientific enquiries** to answer them. • Begin to explore everyday phenomena and the relationships between living things and familiar environments. • Begin to develop their ideas about functions, relationships and interactions. • Begin to raise their own questions about the world around them. • Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative **and fair tests**, finding things out using secondary sources. • Set up some simple practical enquiries, comparative and fair tests. • Begin to recognise when a simple fair test is necessary and help to decide how to set it up. • Begin to think of more than one variable factor. • Gather record, and begin to classify and present data in a variety of ways to help in answering questions. • Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	

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	History **(cross curricular Summer Term)** • To understand how food/diet and farming have developed overtime using a timeline to support chronological understanding • To explore the past, asking questions by looking at range of sources (food/diet through ages. Farming) • To explore what we can learn about the past from famous people (Explorers e.g. Walter Raleigh, Botanist Elizabeth Blackwell)	• **Use timelines** to place events in order. **Understand** that timeline can be divided into BC and AD. • **Use historical vocabulary** e.g. century, decade. • **Use evidence to find out** how things have changed during a time period. • **Describe** how some of the past events/people affect life today • **Use** printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to **collect information** about the past. • **Ask questions** such as 'how did people ….? What did people do for • ….?' • **Suggest** sources of evidence to use to help answer questions • **Present findings** about past using speaking, writing, computing and drawing skills • **Use** dates and terms with increasing accuracy. • **Discuss** different ways of presenting information for different purposes.	
	<u>Art/ D&T</u> produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. **Drawing Skills with a focus on observational sketching detail**, line, pattern, texture	• **Experiment** with ways in which surface detail can be added to drawings. • **Use** sketchbooks to collect and record visual information from different sources. • **Draw** for a sustained period of time at an appropriate level. • <u>Lines and Marks</u> • **Make marks and lines** with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • **Experiment** with different grades of pencil and other implements to create lines and marks. • <u>Form and Shape</u> • **Experiment** with different grades of pencil and other implements to draw different forms and shapes. Begin to **show an awareness** of objects having a third dimension. • <u>Tone</u> • **Experiment** with different grades of pencil and other implements to achieve variations in tone. • **Apply** tone in a drawing in a simple way. • <u>Texture</u> • **Create** textures with a wide range of drawing implements. **Apply** a simple use of pattern and texture in a drawing.	

Year 4 Curriculum Coverage

	Watercolour (Botanist Elizabeth Blackwell) Labelling using scientific knowledge learned. **Explore colour and shading**    **Portraits in various media** **Self-portraits and prominent portraits in a variety of styles and media.** Impressionist, cubism, pop-art, collage **Cross-curricular links to PSHE, Self-worth and resilience.** **<u>D&T</u>** **Gardening and re-growing garden scraps (Plan, do, review)** **Cooking (link to Science)** develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook.	• D&T • **Design** use research and develop design criteria to inform the design • generate, develop, model and communicate their ideas through • discussion, annotated sketches, cross-sectional and exploded diagrams, • prototypes, pattern pieces and computer-aided design • **Make** • select from and use a wider range of tools and equipment to perform • practical tasks [for example, cutting, shaping, joining and finishing], • accurately select from and use a wider range of materials and • components, including construction materials, textiles and ingredients • **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • **<u>Design and Technology</u>** • Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	

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		• understand how key events and individuals in design and technology have helped shape the world • Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Cooking (link to Science) • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
	Geography **Compare UK to other contrasting islands** • understand the processes that give rise to key physical and human geographical features of the world, • extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Geographical Skills and Fieldwork (on-going to close the gap due to Covid 19): • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes	• locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • **Human and physical geography** • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	

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	Computing select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Music making scheme using** Busy Beats and 2Sequence • To identify and discuss the main elements of music. • To understand and experiment with rhythm and tempo. • To create a melodic phrase. • To electronically compose a piece of music. **Powerpoint** To create a page in a presentation To add in media to a presentation To add in timings to a presentation To add in animation to a presentation To present using presentation . to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face	
	Music **Music making scheme using** Busy Beats and 2Sequence **Listen, appraise and discuss** a variety of musical genres through an exploration of artists' bodies of work. (A wider and more long term daily look at a variety of 'artists of the week' inspired by a successful look at Artists of Colour during Black History Month.)	compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. To identify and discuss the main elements of music. To understand and experiment with rhythm and tempo. To create a melodic phrase. To electronically compose a piece of music.	

Year 4 Curriculum Coverage

		RE **Kingdom of God (Pentecost)** **Islam**	
	PSHE • Health and wellbeing Weekly MH reflections • Relationships – Directed Playtimes • Living in the wider world (Money maths) (Also Drip teach through other lessons)	• the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships . • the importance of seeking support if feeling lonely or excluded • that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	