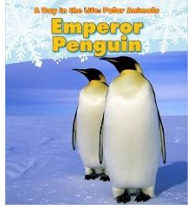
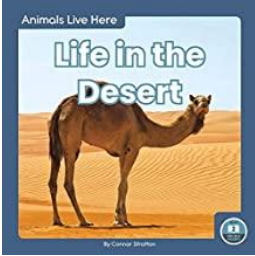
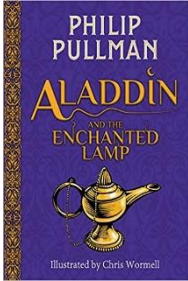

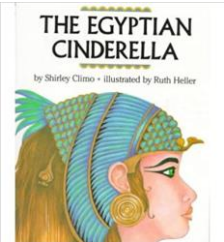



Year 4 Curriculum Coverage




Spring Term Year 4			
Topic texts	Knowledge	Skills	Enrichment Opportunities
  	<p>English <u>Kennings Poetry, Non-Chronological Report, Diary writing, Narrative (Traditional tales, Myths and legends – past tense Stories with historical/locational settings)</u></p> <p>Reading</p> <ul style="list-style-type: none"> develop positive attitudes to reading, and an understanding of what they read, by: understand what they read, in books they can read independently, by: 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>Writing</p> <ul style="list-style-type: none"> plan their writing draft and write 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 <p><u>Vocabulary, grammar and spelling</u></p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *preparing poems and play scripts to read aloud and to perform, showing *understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination *recognising some different forms of poetry *checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context *asking questions to improve their understanding of a text *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied *identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning *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 *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 *organising paragraphs around a theme 	<p>Team Building After School</p> <p>Develop outdoor space</p> <p>Grow own herbs/vegetables</p> <p>Supermarket visit</p> <p>Egyptian Experience Day</p> <p>School Nurse (teeth workshop)</p> <p>Eat well scheme</p> <p>First Aid course</p> <p>Art- Mural competition</p>

Year 4 Curriculum Coverage

 	<ul style="list-style-type: none"> • indicate grammatical and other features • use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 	<ul style="list-style-type: none"> • *in narratives, creating settings, characters and plot • *in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • *assessing the effectiveness of their own and others' writing and suggesting improvements • *proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • *extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • *using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • *using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials • *using commas after fronted adverbials • *indicating possession by using the possessive apostrophe with plural nouns • *using and punctuating direct speech 	
	<p>Maths</p> <p>Multiplication & Division</p> <ul style="list-style-type: none"> • recall multiplication and division facts for multiplication tables up to 12×12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • 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. 	<p>Multiplication and division</p> <ul style="list-style-type: none"> • recall multiplication and division facts for multiplication tables up to 12×12 • 11 and 12 times-table • Multiply 3 numbers Factor pairs • Efficient multiplication • Written methods Multiply 2-digits by 1-digit • Multiply 3-digits by 1-digit • Divide 2-digits by 1-digit • Divide 3-digits by 1-digit • Correspondence problems <p>Area</p> <ul style="list-style-type: none"> • What is area? • Counting squares • Making shapes • Comparing area <p>Fractions</p> <ul style="list-style-type: none"> • Unit and non-unit fractions • Tenths Count in tenths 	

Year 4 Curriculum Coverage

	<p><u>Fractions (including decimals)</u></p> <ul style="list-style-type: none"> • 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 a 100 and dividing tenths by 10. • 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 $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ • 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 1 decimal place to the nearest whole number • compare numbers with the same number of decimal places up to 2 decimal places • solve simple measure and money problems involving fractions and decimals to 2 decimal places. <p><u>Measurement</u></p> <ul style="list-style-type: none"> • find the area of rectilinear shapes by counting squares 	<ul style="list-style-type: none"> • Equivalent fractions • Fractions greater than 1 • Count in fractions • Add fractions then Add 2 or more fractions <p><u>Decimals</u></p> <ul style="list-style-type: none"> • Recognise tenths and hundredths • Tenths as decimals Tenths on a place value grid and Tenths on a number line • Divide 1-digit by 10 • Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid • Divide 1 or 2-digits by 100 	
	<p><u>Science</u> <u>Living in Environments</u></p>	<p><u>Scientific Enquiry</u></p> <ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them 	

Year 4 Curriculum Coverage



	<ul style="list-style-type: none">• To be able to identify a variety of habitats and explore why organisms live in different habitats.• To be able to group organisms according to their characteristics.• To be able to classify animals into specific groups according to their characteristics• To be able to use a classification key to identify animals.• To be able to identify and classify a variety of British plants. Use Venn Diagrams and Carroll diagrams to sort plants according to some of their characteristics.• To explore the human impact on habitats and environments. Children will consider ways in which animals living in environments are affected by human behaviour, then suggest ways in which we can help protect and sustain habitats. <p><u>Eating and Digestion</u></p> <ul style="list-style-type: none">• To be able to identify and classify carnivores, herbivores and omnivores.• Identify similarities and differences between the diets of different organisms, then sort and describe them using technical vocabulary• To be able to construct and interpret a variety of food chains.• To identify the different types of teeth in humans and identify their functions.• To explore different ways of keeping teeth healthy.• To investigate how the digestive system works: its organs and their functions. They will then• To use a variety of sources to learn more and answer questions.	<ul style="list-style-type: none">• set up simple practical enquiries, comparative and fair tests• make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• gather, record, classify and present data in a variety of ways to help in answering questions• record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• Identify differences, similarities or changes related to simple scientific ideas and processes• Use straightforward scientific evidence to answer questions or to support their findings <p><u>Being a Scientist</u></p> <ul style="list-style-type: none">• to raise their own questions about the world around them• to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys.• Look for naturally occurring patterns and relationships and decide what data to collect to identify them	
--	--	---	--



Year 4 Curriculum Coverage

	<ul style="list-style-type: none"> To be able to describe the functions of the basic parts of the digestive system. 	<ul style="list-style-type: none"> to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. B8: With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences . 	
	<p><u>History</u> <u>Ancient Egypt</u></p> <ul style="list-style-type: none"> Place key events from the ancient Egyptian period on a timeline and locate Egypt on a map. Identify the difference between AD and BC, and place key events from the ancient Egyptian civilisation on a timeline, as well as putting the ancient Egyptian civilisation in historical context with other familiar historical eras. Find out how society in ancient Egypt was organised. 	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Place the time studied on a timeline, compare where this fits in to topics previously studied Use terms related to the period and begin to date events. Understand more complex Historical terms e.g. BC/AD/CENTURY Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied <p><u>Historical Knowledge</u></p>	



Year 4 Curriculum Coverage

	<ul style="list-style-type: none"> • learn about the different levels within ancient Egyptian society and discover the roles of each person. • Find out who the pharaohs were and why they were important. Investigate the role of the Egyptian pharaoh in more detail and discover the lives of famous pharaohs and their successes and failures. • Find out about ancient Egyptian gods and goddesses. Children explore the belief system of the ancient Egyptians, investigating the many different deities and what each one represented. • Find out about the pyramids of ancient Egypt. Children take a closer look into the tombs of the pharaohs and why they built pyramids. Explore the structures of early tombs and compare them to the great pyramids of Giza. • Investigate the inventions and achievements of the ancient Egyptians 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in the time studied • Identify key features and events of time studied. • Look for links and effects in the time studied. • Offer a reasonable explanation for some events. <p><u>Interpretation</u></p> <ul style="list-style-type: none"> • Look at and evaluate the evidence available. • Begin to evaluate the usefulness of different sources. • Note connections in Historical periods studied. • Use text books and own growing Historical knowledge to gain a better perspective <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask and answer a variety of questions. • Use the library and the internet for own personal research • Answer and begin to devise own Historically valid questions. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT • Construct own responses beginning to select and organise relevant historical information • Use Historically accurate terms to talk about the passing of time e.g BC/AD/CENTURY 	
	<p><u>Art</u> <u>Indian Patterns</u></p>	<ul style="list-style-type: none"> • Explore different styles of paintings, discussing the colours and patterns used in each style, 	

Year 4 Curriculum Coverage



	<ul style="list-style-type: none"> • To explore the history and styles of Indian painting. • To explore the history of Indian painting and how the style has changed throughout the centuries. • To explore the art displayed during the Indian elephant festival. • To find out about the famous Hastimangala festival. • To explore and create Mehndi patterns. • To explore the Indian block-printing technique. • To learn about the technique of Indian block printing, exploring the ways in which intricate carved patterns are traditionally used to decorate fabric. 	<p>before using what they have found out to inform their own artwork.</p> <ul style="list-style-type: none"> • Paint or sketch copies of an Indian painting and explain the similarities and differences of Indian painting styles • describe the colours and patterns used in an Indian festival • use different mediums to make and decorate a 3-D elephant • explore some examples of mehndi art, focusing particularly on symmetry. • use what they have learnt to create their own mehndi patterns. • find out about the tools used to make blockprinted fabric, then make their own block printing stamps which can be used either to decorate fabric, or produce a class mural. • explore and create rangoli patterns. To know that rangoli patterns using coloured salt. 	
	<p><u>Geography</u> <u>Deserts</u></p> <ul style="list-style-type: none"> • To find out what deserts are and where in the world they are located. • To investigate the weather and climate of deserts. • To find out about desert formations. • To find out how deserts are used by humans. • To find out about people who live in deserts. • To find out about the causes and effects of desertification 	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle <p><u>Place Knowledge</u></p>	

Year 4 Curriculum Coverage



		<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, Antarctica <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts • describe and understand key aspects of 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 	
	<p><u>D&T</u> <u>Seasonal Foods</u></p> <ul style="list-style-type: none"> • To cook using British ingredients available all year round. • To learn why certain British foods are seasonal, and consider some pros and cons of foods from other parts of the world being available all year round. • To know how seasonal fruits in Britain are grown and processed. • To learn how and when a variety of fruits are produced in Britain, including how farming methods are used to slow down or speed up the ripening process. • To understand why vegetables form an important part of a healthy and varied diet. • To learn about a variety of vegetables grown in Britain, when they are in season, and why they are important in a healthy diet. • To find out about how seasonally produced meat can form part of a healthy diet. Children will learn about the nutritional value of meat, eggs and dairy products, as well as discover 	<ul style="list-style-type: none"> • To understand and apply the principles of a healthy and varied diet • To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed • generate, develop, model and communicate their ideas through discussion, annotated sketches • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • investigate and analyse a range of existing products • understand and apply the principles of a healthy and varied diet • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 	

Year 4 Curriculum Coverage



	<p>why some meats are seasonal and some are available all year round.</p> <ul style="list-style-type: none"> • To know how fish are caught or reared, processed and used in healthy meals. Children will learn about how, where and when fish is farmed or caught in Britain, consider some issues associated with fishing, and learn about quality assurance marks on the fish we buy. • To show what you have learned about eating seasonal food as part of a healthy, varied diet. • To learn about some unusual foods that are only in season for a brief period each year. 		
	<p><u>Computing</u> <u>Spreadsheets</u></p> <ul style="list-style-type: none"> • Introduce Spreadsheets • Create a table of data on a spreadsheet. • Using Tools to Calculate Totals • Collect some simple data and use a spreadsheet to interpret it • Use Formula Wizard and Format Cells • Create Pie Charts and Bar Graphs and Line Graphs • Use a Spreadsheet to Model a Situation <p><u>Writing for a purpose</u></p> <ul style="list-style-type: none"> • Font Styles • To use text formatting to make a piece of writing fit for its audience and purpose. • Use a Simulated Scenario to Produce a News Report • Use the incoming information to write their own newspaper report. • Write for a Campaign • To assess their texts using criteria to judge their suitability for the intended audience 	<ul style="list-style-type: none"> • Explain what rows and columns are. Enter data into cells. Describe and find a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. • use tools in a spreadsheet to automatically total rows and columns. Then use calculations to answer questions about data • use the number formatting tools within 2Calculate to appropriately format numbers. Add a formula to a cell to automatically make a calculation in that cell. • Create a table of data on a spreadsheet. and use a spreadsheet program to automatically create charts and graphs from data. • Make practical use of a spreadsheet to help them plan actions. • To look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text. 	

Year 4 Curriculum Coverage



		<ul style="list-style-type: none"> • interpret a variety of incoming communications and use these to build up the details of a story. • Use 2Connect to mind-map ideas for a community campaign and use these ideas to write a persuasive letter or poster as part of the campaign. 	
	<p><u>Music</u></p> <p>Big Sing – workshops, singing and performance.</p> <p>Interesting Time Signatures – How does music bring us together?</p>	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated 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. 	
	<p><u>PE</u></p> <p>Sport & Games</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		

Year 4 Curriculum Coverage



	<p>RE <u>Judaism</u> What can we learn from a synagogue?</p> <p><u>Salvation</u> Why do Christians call the day Jesus died Good Friday?</p>	<ul style="list-style-type: none"> • To explore a synagogue, • investigate Jewish artefacts • Make connections between <ul style="list-style-type: none"> • Make links between the Gospel texts and how Christians mark the Easter events in their church communities. • Begin to describe how Christians show their beliefs about Palm Sunday, Good Friday 	
	<p>PHSE <u>What is diversity?</u></p> <ul style="list-style-type: none"> • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • to consider the lives of people living in other places, and people with different values and customs • to recognise and challenge stereotypes <p><u>How can we be a good friend?</u></p> <ul style="list-style-type: none"> • to recognise a wider range of feelings in others and about responding to how others are feeling • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves about resolving differences agreeing and disagreeing • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves to resolve differences by looking at alternatives, seeing and respecting 	<p>appreciate difference and diversity (people living in the UK) and about the values and customs of people around the world</p> <p>consider the lives of people living in other places, and people with different values and customs</p> <p>recognise and challenge stereotypes</p> <p>to recognise a wider range of feelings in others and about responding to how others are feeling</p> <p>develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	