

Year 4 Curriculum Map – Terms 3 & 4

READING		WRITING	
<p>The LKS2 Word Reading and Comprehension National Curriculum statements are taught across all terms in Year 4, through the study, retelling and/or performance of progressive texts of varying genres (poetry, non-fiction, fiction) and through progressive VIPERS skills.</p> <p>Vocabulary: To use dictionaries to check the meaning of words that they have read; To explore the meaning of ambitious vocabulary read in context; To discuss how and why the text affects the reader and back up view points</p> <p>Infer: To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives; To refer to the text to support opinions and elaborate</p> <p>Predict To justify predictions using evidence from the text</p> <p>Explain: To discuss words and phrases that capture the reader's interest and imagination; To identify how language, structure, and presentational devices contribute to meaning</p> <p>Retrieve: To retrieve and record information from a fiction text; To locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages</p> <p>Summarise: To identify main ideas drawn from more than one paragraph and summarise these; To compare the structure of different stories in terms of pace, build up, sequence, complication and resolution</p> <p>BOOK STUDY: The Lion, the Witch and the Wardrobe</p>		<p>GENRES To entertain: Character description, Setting description To inform: Instructions, Diary To discuss: Book review To persuade: Advert, Formal persuasive letter</p> <p>The LKS2 Composition and Handwriting National Curriculum statements are taught across all terms in Year 4.</p>	
VOCABULARY, PUNCTUATION AND GRAMMAR		SPELLING	
<ul style="list-style-type: none"> • Revision of grammar from previous year groups • Standard English forms of verb inflections • Expanded noun phrase (modifying adjectives, modifying nouns and modifying preposition phrases) e.g. the strict maths teacher with curly hair • Paragraphs to regroup information around a theme • Punctuating direct speech with inverted comms with a comma after or before the reporting clause • Apostrophes for plural possession • Identifying and using determiners (e.g. a, an, the, some etc.) • Identifying and placing commas to separate subordinate and main clauses <p>Terminology pupils must know: Determiner</p>		<p>TERM 3:</p> <ul style="list-style-type: none"> • Words ending in '-sion' • Words ending in '-ous' • Words ending in '-ous' incl. those where 'ge' from the base word remains • Words where a suffix is added to words ending in 'y' • Words ending in '-ious' and 'eous' 	<p>TERM 4:</p> <ul style="list-style-type: none"> • Words where 'au' makes an /or/ sound • Words ending in '-tion' • Words ending in '-sion' • Words ending in '-cian' • Words that are adverbs of manner • Year 3/4 Common Exception Words

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MATHS		RE	
<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 three 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 one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m object <p>Measurement</p> <ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres <p>Fractions</p> <ul style="list-style-type: none"> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators Compare and order unit fractions, and fractions with the same denominators Recognise and show, using diagrams, families of common equivalent fractions 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 <p>Decimals</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths 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 		<p>TERM 3: GOSPEL</p> <p>What kind of world did Jesus want?</p> <ul style="list-style-type: none"> Understand that the 'Gospel' tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Offer suggestions about what Jesus' actions towards the leper might mean for a Christian Make simple links between Bible texts and the concept of 'Gospel' (good news) Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly <p>TERM 4: SALVATION</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story' Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean Give examples of what the texts studied mean to some Christians Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly 	
SCIENCE	HISTORY	GEOGRAPHY	
<p>TERM 3: ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Significant people – Pierre Fauchard (1679 - 1761) and Zhaoming Liu (unknown - present)</p> <p>TERM 4: STATES OF MATTER</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the 	<p>n/a</p>	<p>TERM 3: EUROPE</p> <ul style="list-style-type: none"> What are the human and physical features of Europe? What is so special about the Mediterranean? What impact have humans had on the Mediterranean Sea? Why do so many people visit Rhodes? Would you rather visit the Mediterranean or the Scottish Highlands? <p>GOLDEN THREADS: Scale and place, Environment and sustainability</p> <p>TERM 4: INDIA</p> <ul style="list-style-type: none"> Where in the world is India? Why is the Ganges so important to India? Why do people live in different areas of India? Where in India is Mumbai and why is it growing so quickly? 	

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<p>temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Significant people – Anders Celsius (1707 - 1744) and Heston Blumenthal (1966 - present)</p>	<p>• How does the life of a child living in Dharavi compare to being a child in Mumbai City?</p> <p>GOLDEN THREADS: Scale and place, Environment, responsibility and sustainability, Human and physical impact, Culture and diversity</p>	
PE		
<p>TERM 3: FOOTBALL</p> <ul style="list-style-type: none"> Develop understanding of the basic rules of Football and take part in a number of dribbling exercises Develop dribbling skills whilst changing direction Learn to perform a short distance pass in Football using the correct technique: the non-striking foot comes beside the ball and the striking foot comes through with the side of the foot connecting with the ball Continue to develop the ability to perform a short distance pass whilst thinking about accuracy and power Pass the ball over a variety of different distances Shoot using their laces and use this technique in a number of game situations Use skills learnt over the course of lessons in game situations, including dribbling, passing and shooting <p>BASKETBALL</p> <ul style="list-style-type: none"> Become familiar with the basic rules of basketball Perform the basic dribbling technique with control and accuracy Understand where passing is used in basketball Develop understanding and knowledge of how to execute a successful set shot Work as part of a team to develop both attacking and defending skills Link all skills learnt into a game situation <p><i>Pupils in KS2 will undertake swimming lessons to enable them to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Year 6. They will use a range of strokes effectively and perform safe self-rescue in different water-based situations. Swimming lessons will take place over two or three half-terms, and replace one of the sports allocated that term.</i></p>	<p>TERM 4: CRICKET</p> <ul style="list-style-type: none"> Learn how to field the ball and attack the stumps Continue to develop fielding/catching skills and returning the ball on the move Develop basic batting skills, focusing on the hook shot Develop batting and fielding skills in kwik cricket, with over arm bowling Play a kwik cricket game with the use of overarm bowling Develop the knowledge of bowling and batting rules in a kwik cricket game <p>OAA</p> <ul style="list-style-type: none"> Develop basic tactical thinking and team work to overcome a task Develop team building skills overcome physical tasks Discover and develop verbal communication and trust building skills Develop leadership qualities by working together communicating ideas and tactics to complete the various balance tasks Develop team work and trust with partners 	
COMPUTING	MUSIC	PSHE & RSE
<p>TERM 3: Data handling – investigating weather</p> <p>Pupils will research and store data using spreadsheets. They will design a weather station which gathers and records data and learn how weather forecasts are made. Pupils will use tablets or digital cameras to present a weather forecast.</p> <p>TERM 4: Creating media: website design</p> <p>This unit will enable pupils to develop their research, word processing and collaborative working skills whilst learning how web pages and websites</p>	<p>TERM 3: Recorders</p> <p>Pupils will learn to play and perform in solo and ensemble contexts. They will play a musical instrument with increasing accuracy, fluency, control and expression. They will use and understand staff and other musical notations.</p> <p>TERM 4: Body and tuned percussion</p> <p>In this unit, pupils will be introduced to new musical terms such as structure and layers. They will play contrasting</p>	<p>TERM 3: Health and wellbeing</p> <p>Pupils will learn that we experience a range of emotions and are responsible for these. Pupils will learn to appreciate the emotions of others. They will develop a growth mindset and identify calming and relaxing activities. Pupils will learn independence in dental hygiene.</p> <p>TERM 4: Safety and the changing body</p> <p>In this unit, pupils will develop awareness of online safety and the benefits and risks of sharing information online. They will identify</p>

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<p>are created. They will explore how to change layouts, embed images and videos and link between pages.</p> <p>An Online Safety lesson will be taught termly.</p>	<p>rhythms and melodies. Pupils will explore both body percussion and tuned instruments.</p>	<p>the difference between private and public. Pupils will learn about age restrictions. They will explore the physical and emotional changes in puberty. Pupils will learn about the risks associated with tobacco and know how to help someone with asthma.</p>
<p>FRENCH</p>	<p>ART</p>	<p>DESIGN TECHNOLOGY</p>
<p>TERM 3 and 4: Chez moi In this unit, pupils will learn the language associated with their home e.g. bedroom, bathroom.</p>	<p>TERM 3: How have the worlds of architecture and art worked together?</p> <ul style="list-style-type: none"> • Use various techniques to blend values and colours (e.g. overlapping, cross/hatching, smudging) • Use clear line and shape to draw intricate patterns and create texture • Use appropriate line, shape and proportion when using existing images/secondary observation to draw • Draw on different surfaces to create texture <p>Artists studied: Minty Sainsbury, Ian Murphy, William van Alen, Zaha Hadid</p> <p>GOLDEN THREADS: Exploration, Inspiration, Interpretation, Creation, Reflection</p>	<p>TERM 4: Food preparation and flavour How does the texture and flavour of food change when it is cooked? How is food sourced, processed and prepared before it reaches our plates? Why are there different coloured chopping boards? How do storage containers and food packaging help preserve freshness and quality of ingredients?</p> <ul style="list-style-type: none"> • Select from and use a wider range of materials including ingredients • 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 • Know where and how a variety of ingredients are grown, reared, caught and processed <p>GOLDEN THREADS: Innovation, Exploration, Evaluation</p>
<p>ENRICHMENT OPPORTUNITIES</p>		
<p>Book Fortnight Easter Service STEM week Geography fieldwork</p>		