

Year 4 Curriculum Map – Terms 5 & 6

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>GENRES To entertain: Narrative (story), Traditional tale/fable, Play-script To inform: Fact Files, Informal letter, Recount To persuade: Holiday brochure</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 • Difference between plural and possessive -s • 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 • Fronted adverbials • Paragraphs to group information around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Punctuating direct speech with inverted commas with a comma after or before the reporting clause • Apostrophes for plural possession • Commas after fronted adverbials • Identifying and using determiners (e.g. a, an, the, some etc.) • Possessive pronouns • Identifying and placing commas to separate subordinate and main clauses <p>Terminology pupils must know: pronoun, possessive pronoun</p>	<p>TERM 5:</p> <ul style="list-style-type: none"> • Words that are homophones • Words spelled with ‘c’ before ‘i’ and ‘e’ • Words containing ‘sol’ and ‘real’ • Words containing ‘phon’ and ‘sign’ • Words with the prefixes ‘super-’, ‘anti-’ and ‘auto’ • Words with the prefix ‘bi-’ meaning ‘two’ 	<p>TERM 6:</p> <ul style="list-style-type: none"> • Words that are plurals with possessive apostrophes • Year 3/4 Common Exception Words

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MATHS	RE	
<p>Decimals</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths Compare numbers with the same number of decimal places up to two decimal places Round decimals with one decimal place to the nearest whole number Recognise and write decimal place to the nearest whole number Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ <p>Measurement - money</p> <ul style="list-style-type: none"> Estimate, compare and calculate different measures, including money in pounds and pence <p>Measurement – time</p> <ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] <p>GEOMETRY – ANGLES AND 2D shapes</p> <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to two right angles by size Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 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 <p>Statistics</p> <ul style="list-style-type: none"> 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 <p>Geometry – position and direction</p> <ul style="list-style-type: none"> Describe positions on a 2D grid as coordinates in the first quadrant Plot specified points and draw sides to complete a given polygon Describe movements between positions as translations of a given unit to the left/right and up/down 	<p>TERM 5: HINDU DHARMA What do Hindu people believe about God?</p> <ul style="list-style-type: none"> Understand that Hindu people believe in the supreme being Brahman that is in every living thing Understand that Hindu people worship many aspects of Brahman through different deities Know some Hindu stories and can talk about how these may impact the lives of Hindu people <p>TERM 6: HINDU DHARMA</p> <ul style="list-style-type: none"> Know and understand how and why Hindu people worship at home and in a mandir Know and understand how and why Hindu people celebrate Diwali, Holi and Raksha Bandhan Explain why families are important for Hindu people Express own ideas about worship, celebrations and families 	
SCIENCE	HISTORY	Geography
<p>TERM 5: ELECTRICITY</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors <p>Significant people – Benjamin Franklin (1706-1790) and Erik Bystrup (unknown-present)</p> <p>TERM 6: Living things and their habitats</p> <ul style="list-style-type: none"> 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 <p>Significant people – Carl Linnaeus (1707 – 1778) and Vanessa Nakate (1996 - present)</p>	<p>TERM 5 AND 6: Ancient Greece</p> <ul style="list-style-type: none"> How do we know so much about the Ancient Greeks who lived over 2500 years ago? How was Ancient Greek society structured and governed? Why was Athens so strong in the 5th and 6th century BC? Would you have preferred to live in Athens or Sparta? In what ways have the Ancient Greeks influenced our lives today? <p>GOLDEN THREADS: Community and Culture, Law and Justice, Legacy</p>	<p>n/a</p>

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PE		
<p>TERM 5 ATHLETICS</p> <ul style="list-style-type: none"> Learn the correct technique for running a short distance at speed Understand what the best technique to jump effectively is Learn how to generate power in the push pass Understand what pacing is and the importance of pacing when running long distances Understand and perform the correct technique required to throw a foam javelin <p>TENNIS</p> <ul style="list-style-type: none"> Take part in a number of exercises which help to develop their ability to play a forehand return shot in tennis Develop understanding of a backhand return shot Learn how to perform the shot focusing on developing technique Understand what a serve in tennis is and learn how to perform the underarm serve to begin a game of tennis Learn to use a volley shot and use it at the correct time in a game of tennis Combine all the skills learnt and take part in a number of different tennis exercises Use the skills learnt over the past lessons to play and officiate a competitive game of tennis with a partner <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 6 ATHLETICS</p> <ul style="list-style-type: none"> Learn the correct technique for running a short distance at speed Understand what the best technique to jump effectively is Learn how to generate power in the push pass Understand what pacing is and the importance of pacing when running long distances Understand and perform the correct technique required to throw a foam javelin <p>DANCE</p> <ul style="list-style-type: none"> Learn how to be creative when exploring basic movement patterns using travel and floor patterns Develop ways to respond to different stimuli using different directions, levels and dynamics Link movements together in a small group Learn how using different stage directions in their dances can make them more creative and aesthetically pleasing Develop their dance by using different direction at different times Develop their use of formations in dance to make it more creative and pleasing to watch Learn to make formations flow in a smooth and controlled way using unison, canon and different levels Learn how to create a clear, middle and an end to their routines by using stillness, different levels, directions, and symmetrical shapes Work in groups to communicate ideas 		
<p>COMPUTING</p> <p>TERM 5: HTML In this unit, pupils will recognise the role of an HTML in a web page and learn how to alter the HTML to change the text and images.</p> <p>TERM 6: Computational thinking In this unit, pupils will explore computational thinking through unplugged activities and apply these to programming. They will identify patterns in problems and use them to solve problems.</p> <p>An Online Safety lesson will be taught termly.</p>	<p>MUSIC</p> <p>TERM 5: Samba and carnival sounds and instruments In this unit, pupils will get a feel for the music and culture of South America. They will be introduced to samba and the sights and sounds of the carnival. Pupils will learn to play a syncopated rhythm. They will play rhythms in time with the rest of the class.</p> <p>TERM 6: Adapting and transposing motifs Drawing upon their understanding of repeating patterns in music, pupils will be introduced to the concept of motifs. Pupils will identify motifs aurally and play a repeated pattern on a tuned instrument. They will create and perform a motif. They will transpose their motif, using sharp or flat notes where necessary and change the rhythm.</p>	<p>PSHE & RSE</p> <p>TERM 4: Citizenship Pupils will learn about Human rights and caring for the environment. They will explore the role of groups within the local community and appreciate community diversity. Pupils will learn about the role of local government.</p> <p>TERM 6: Economic Wellbeing In this unit, pupils will explore choices associated with looking after money, what makes something good value for money, stereotypes in the workplace, career changes and what influences career choices.</p>
<p>FRENCH</p> <p>TERM 5: As-tu un animal? In this unit, pupils will develop the knowledge and skills to present both orally and in written form about the pets they have and/or do</p>	<p>ART</p> <p>n/a</p>	<p>DESIGN TECHNOLOGY</p> <p>TERM 5: ELECTRICAL SYSTEMS How do electrical circuits work? How can computing knowledge be applied to control a product?</p>

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not have in French. They will be able to share what the pet is called and use conjunctions more confidently.

TERM 6: Au salon de thé

In this unit, pupils will perform a short role-play in a French tea room. They will learn how to say and write what they are ordering to eat/drink using a wider range of vocabulary.

GOLDEN THREADS: Innovation, Exploration, Evaluation

ENRICHMENT

KS2 swimming gala
Ancient Greek workshop
Sports Day

