

**Class 4J - Mr Johnston**  
**Curriculum Overview**  
**First Half of the Summer Term 2018**

<u>English</u>	<u>Mathematics</u>	<u>Topic</u>	<u>Science</u>
<p><b>Explanation Texts</b></p> <ul style="list-style-type: none"> <li>Children will retrieve and record information from non-fiction.</li> <li>Proof-read for spelling and punctuation errors.</li> <li>Identify main ideas drawn from more than one paragraph and summarises these.</li> <li>Recognise the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as a numbering and headings in instructions.</li> </ul> <p><b>Narrative: Plays</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> <p><b>Classic Poems</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Check that a text makes sense to the individual, discussing his understanding</li> </ul>	<p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Mentally use table facts to calculate higher values</li> <li>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>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 objects.</li> </ul> <p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>Identify, represent and estimate numbers using different representations</li> <li>Order and compare numbers beyond 1000 (KPI)</li> <li>Round any number to the nearest 10, 100 or 1000 (KPI)</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul> <p><b>Geometry - properties of shapes</b></p> <ul style="list-style-type: none"> <li>Mentally convert between different units of measurement</li> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>Plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>Find the area of rectilinear shapes by counting squares</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common</li> </ul>	<p><b>Including: Art &amp; design, Design &amp; technology, Geography, History</b>  <b>Britain's Farms</b></p> <ul style="list-style-type: none"> <li>Learn about the role of a farmer</li> <li>Learn what jobs the farmer does on a range of farms e.g. dairy, crops, live stock</li> <li>Create a job description for a farmer</li> <li>Sort items that are produced on a farm and those that are not</li> <li>Know the difference between the different types of farms and what they produce</li> <li>Learn about different types of land use on farms</li> <li>Learn how the produce gets from the farm to the supermarkets/the buyer</li> <li>Explore different ways of making sandwiches</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of different ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>Look at the dependence of animals on plants and other animals for their food.</li> </ul>

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<p>and explaining the meaning of words in context.</p> <ul style="list-style-type: none"> <li>Discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts.</li> </ul>	<p>equivalent fractions</p> <ul style="list-style-type: none"> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</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>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>		
<p><u>Music</u>  <b>Recorders (throughout year)</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensembles</li> <li>Play with increasing accuracy, fluency, control and expression</li> <li>Use and understand simple musical notations</li> <li>Compose simple pieces of music</li> <li>Listen to the performances of others</li> </ul>	<p><u>PE</u>  <b>Net and wall games</b></p> <ul style="list-style-type: none"> <li>Practise and improve accuracy of passing.</li> <li>Perform skills more fluently and effectively in a game situation.</li> <li>Understand and apply basic strategic and tactical principals for attacking and defending.</li> <li>Learn how to mark a partner</li> <li>Learn how to get free of a marker</li> <li>Work as a team to make a series of passes</li> <li>Apply footwork skills</li> <li>Use skills learned in a large team game</li> <li>Appreciate the importance of a warm up and warm down</li> </ul>	<p><u>Computing</u>  <b>Coding</b></p> <ul style="list-style-type: none"> <li>Children will apply the repetition skills they learned in previous coding units to create a simple sequence of instructions for a game or scene of their own design.</li> <li>Children will code so that objects move based on an input, interact with each other or repeat until an input is detected.</li> </ul>	<p><u>RE</u>  <b>What do Sikhs believe?</b></p> <ul style="list-style-type: none"> <li>Reflect on the Sikh statements of belief and compare with those of other faiths.</li> <li>Know about Guru Nanak and his importance in the Sikh faith.</li> <li>Know the story of the founding of the Khalsa</li> <li>Know about the Amrit ceremony.</li> <li>To know the symbolism of the 5 Ks and their importance for Sikhs.</li> </ul>
<p><u>PSHE</u>  <b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>Learn about respect for self and others</li> <li>The importance of responsible behaviours and actions</li> <li>Rights and responsibilities as members of families, other groups and citizens</li> <li>Respect equality and be a productive member of a diverse community</li> </ul>	<p><u>French</u></p> <ul style="list-style-type: none"> <li>Ask and tell the time on the hour</li> <li>Link the hours on the hour with the phrases <i>du matin, de l'après-midi, du soir</i></li> <li>Learn the names of some countries</li> <li>Learn the names, pronunciation and geographical location of towns</li> <li>Respond to the question <i>Où vas-tu?</i></li> </ul>		