

Year 4
Curriculum Overview
Second Half of the Spring Term 2022

English	Mathematics	Topic	Science
<p>Book Study Unit: Varjak Paw by SF Said</p> <ul style="list-style-type: none"> • Explore illustrations linked to the text and predict the plot and character information • Writing from a character's perspective • Hot seating as main characters • Write from other character's perspectives • Draw inferences from the text to aid understanding • Discuss the meaning of the text • Write poetry based on a character's actions and feelings • Retell the story and compare to other stories with familiar and imaginative settings • Create an eye witness recount and develop a news story • Summarise the story and journey of the characters • Consider the reactions of different characters using poetry, music and song writing • Compose narrative from another character's point of view 	<p>Measurement</p> <p>Mental -Roman Numerals</p> <ul style="list-style-type: none"> -read, write and convert time between analogue and digital 12- and 24-hour clocks -solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <ul style="list-style-type: none"> • Convert between different units of measure [for example, kilometre to metre; hour to minute] (KPI) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Fractions -1 week -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 • 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 • solve simple measure and money problems involving fractions and decimals to two decimal places. <ul style="list-style-type: none"> • Multiplication and division recall multiplication and division facts for multiplication tables up to 12×12 (KPI) multiply two-digit and three-digit numbers by a 	<p>Topic <i>Including: Art & design, Design & technology, Geography, History</i></p> <p style="text-align: center;">Lunch</p> <p>Design and Technology</p> <ul style="list-style-type: none"> • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Prepare and cook a variety of predominately savory dishes using a range of cooking techniques. • Understand and apply the principles of a healthy and varied diet. • Select from and use a wider range of materials and components, including ingredients according to their functional properties and aesthetic qualities. <p>Investigate and analyse a range of existing products.</p> <p>Geography</p> <ul style="list-style-type: none"> • To locate the worlds countries, using maps, concentrating on their environmental regions, key physical and human characteristics. • To identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere and the tropics of cancer and Capricorn, and the impact it has on food crops. <p>Human Geography</p> <ul style="list-style-type: none"> • To describe and understand the key aspects of human geography including types of settlement and land use, economics including trade links, and the distribution of natural resources including food. 	<p>Living things</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

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	<p>one- digit number using formal written layout -solve problems involving multiplying and adding,</p> <p>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.</p> <ul style="list-style-type: none"> • Statistics interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. • Number solve number and practical problems that involve all of the above and with increasingly large positive numbers <i>Geometry</i> -position and direction -2/3 days describe positions on a 2-D grid as coordinates in the first quadrant • plot specified points and draw sides to complete a given polygon. 	<p>To use maps, atlases and globes and digital/computing mapping to locate countries and describe features studied.</p> <p>History To gain a historical perspective, understanding the connections between food production and consumption and its impact on international economic, political and social industry.</p>	
<p style="text-align: center;"><u>Music</u></p> <p>Recorders (throughout year)</p> <ul style="list-style-type: none"> • Play and perform in solo and ensembles • Play with increasing accuracy, fluency, control and expression • Use and understand simple musical notations • Compose simple pieces of music • Listen to the performances of 	<p style="text-align: center;"><u>PE</u></p> <p>Tennis Tennis skills taught by experienced tennis coaches.</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Resenting & evaluating information</p> <p><i>(N.C. Ref: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration; use</i></p>	<p style="text-align: center;"><u>RE</u></p> <p>Do fame and Christian faith go together? 2 sessions)</p> <ul style="list-style-type: none"> • To know the qualities and values needed to be a Christian and to ask if and how Christian faith supports famous people in who they are. • To distinguish between qualities that make a famous person just famous and qualities needed to be a

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<p>others</p>			<p>Christian, using the right religious words.</p>
<p style="text-align: center;"><u>PSHE</u> Media literacy and digital resilience</p> <ul style="list-style-type: none"> • To recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p style="text-align: center;"><u>French</u> Où vas-tu?</p> <ul style="list-style-type: none"> • Talk about going to French cities • Give and understand basic directions • Talk about the weather • Talk about the weather and places in France 	<p><i>technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.)</i></p> <p>Children will focus on safe searching using 'Swiggle' safe search engine. Discuss safe search settings and that not all searches can be 100% 'safe'. Discuss what to do when faced with inappropriate content - what to do and who to tell / how to report to site administrators. Focus on the importance of using multiple sources of information to check accuracy of information and that sites such as Wikipedia rely on public contribution and moderation. Also discuss the difference between fact and opinion. Set quizzes for the children to find information - include information that may change depending on the date or reply on opinion.</p> <p><i>(Software - Internet browser, 'Swiggle' safe search engine www.swiggle.org.uk)</i></p>	<p>What is Holy Communion and how does it build a Christian community? (4 sessions)</p> <ul style="list-style-type: none"> • To identify and talk about some of the beliefs and practices in relation to Holy Communion that are the same for different Christian people. • To explore how Holy Communion links to the Last Supper and Jesus' commandment: 'Do this in remembrance of me'. • To use specific religious language accurately to describe and compare what practices and experiences may be involved in Holy Communion in the Anglican traditions and in other forms of Christianity • Ask questions about the moral decisions they and other people make as individuals and communities, and suggest what might happen as a result of different decisions. • Suggest how sharing Communion might help Christians in their daily lives.