



Year 4
Parent Curriculum Information
Spring Term 2024

English

Class Novel 1: Arthur and the Golden Rope (Joe Todd Stanton)

Class Novel 2: Matilda (Roald Dahl)

The Lion, The Witch and The Wardrobe by CS Lewis

Classic text with archaic language.

Examples of description for children to use as a model.

Written Outcome

Setting Description

Beowulf by Rob Lloyd Jones

Builds on knowledge of traditional tales and links to learning in history about the Anglo Saxons.

Written Outcome:

Children write their own trial between Beowulf and Grendel

Shackleton's Journey

Ice Trap by Meredith Hooper

Both books help to recount the journey Shackleton and his crew made both rich in new vocabulary for children to use in writing.

Written Outcome:

Diary entry of the journey

Performance Poem: The Adventures of Isabel (Ogden Nash)

Poetic Form: Limericks

Matilda by Roald Dahl

Part of the Roald Dahl author thread. Text allows children to make comparisons between previous Roald Dahl titles read.

Written Outcome:

Character Description

Playscripts

Malala's Magic Pencil

Mentor text recounting key events. Encourages children to consider inclusion, stereotypes and gender.

Written Outcome:

Biography

Poetry: Loopy Limericks by John Foster

Children study the structure of limericks as the mentor text. This builds on Haiku structure from Y3.

Written Outcome

Limerick poems

Children will learn key objectives from the Year 4 national curriculum through these units of work. They will develop skills in reading comprehension, writing, vocabulary, grammar, punctuation and handwriting.

In addition, children will have daily Sounds Write sessions to help them to apply their phonic knowledge to spelling.

Mathematics

Multiplication and Division

- Factor pairs
- Use factor pairs
- Multiply by 10
- Multiply by 100
- Divide by 10
- Divide by 100
- Related facts – multiplication and division
- Informal written methods for multiplication
- Multiply a 2-digit number by a 1-digit number
- Multiply a 3-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number (1)
- Divide a 2-digit number by a 1-digit number (2)
- Divide a 3-digit number by a 1-digit number
- Correspondence problems
- Efficient multiplication

Length and Perimeter

- Measure in kilometres and metres
- Equivalent lengths (kilometres and metres)
- Perimeter on a grid
- Perimeter of a rectangle
- Perimeter of rectilinear shapes
- Find missing lengths in rectilinear shapes
- Calculate perimeter of rectilinear shapes
- Perimeter of regular polygons

2D Shape

- Triangles
- Quadrilaterals
- Polygons

Number: Fractions

- Understand the whole
- Count beyond 1
- Partition a mixed number
- Number lines with mixed numbers
- Compare and order mixed numbers
- Understand improper fractions
- Convert mixed numbers to improper fractions
- Convert improper fractions to mixed numbers
- Equivalent fractions on a number line
- Equivalent fraction families
- Add two or more fractions
- Add fractions and mixed numbers
- Subtract two fractions
- Subtract from whole amounts
- Subtract from mixed numbers

Science		
<p>Electricity (complete)</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 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 a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Sound</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. 	<p>Animals, including Humans (Begin)</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.
Physical Education (PE)		
<p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres <ul style="list-style-type: none"> ○ Continuous swim without touching the side of the pool or the pool floor without the use of swimming aids ○ Whenever possible, at least part of the swim should be completed in deep water, greater than shoulder depth ○ Strokes are as strong at the end of the swim as at the start, and the swim is completed without undue stress ○ Stroke or strokes are recognisable to an informed onlooker • Use a range of strokes effectively (front crawl, backstroke and breaststroke) <ul style="list-style-type: none"> ○ Able to use a range of strokes and make choices about the strokes they use to achieve different outcomes ○ Alternating strokes, on front and back, and be able to adapt them for a range of purposes • Perform safe self-rescue in different water-based situations <ul style="list-style-type: none"> ○ Understand the dangers of water and how to act responsibly when playing in or near different water environments ○ Use appropriate survival and self-rescue skills if they unintentionally fall in or get into difficulty in water and knowing what to do if others get into trouble 		
<p>Dance</p> <ul style="list-style-type: none"> • Choose actions and dynamics to convey a character or idea • Copy and remember set choreography • Provide feedback using appropriate language relating to the lesson • Respond imaginatively to a range of stimuli relating to character and narrative • Use changes in timing and spacing to develop a dance • Use counts to keep in time with others and the music • Use simple movement patterns to structure dance phrases on their own, with a partner and in a group • Show respect for others when working as a group and watching others perform 	<p>Fitness</p> <ul style="list-style-type: none"> • Collect and record their scores and areas they need to improve • Use key points to help them improve their sprinting technique • Share ideas and work with others to manage activities • Show balance when changing direction at speed • Show control when completing activities to improve balance • Show determination to continue working over a period of time • Understand there are different areas of fitness and that each area challenges their body differently 	

Religious Education (RE)	
<p>Judaism: Passover <i>How important is it for Jewish people to do what God asks them to do?</i></p> <ul style="list-style-type: none"> • Compare and contrast the practice of religion in the home in different religious communities • Understand what keeping Kosher means • Ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important. • Identify and describe ways Jews try to do as God asks 	<p>Christianity: Easter <i>Is forgiveness always possible for Christians?</i></p> <ul style="list-style-type: none"> • Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers • Describe what a Christian might learn about forgiveness from a Biblical text • Explain how Christians might try to put into practice Jesus' teachings about forgiveness
Geography	History
<p>Place Study: California</p> <ul style="list-style-type: none"> • Use physical geographical terms to describe areas of the diverse landscapes of the California region. • Discuss California's agricultural trade links and understand how water supply has an impact on agriculture in the Central Valley of California • Identify the human characteristics of California's major cities: San Francisco and Los Angeles • Describe the distribution of earthquakes and volcanoes in California <p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate North America's countries, concentrating on their environmental regions and key physical characteristics. 	<p>The invasion and settlement in England by the Anglo-Saxons (Britain's settlement by Anglo Saxons and Scots)</p> <ul style="list-style-type: none"> • Identify who the Anglo Saxons were and why they invaded Britain. • Identify what the Anglo Saxons traded and who they traded with. • Identify where the Anglo Saxons settled and how we know about it.
Computing	
<p>Website Design</p> <ul style="list-style-type: none"> • 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>HTML</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems • Solve problems by decomposing them into smaller parts
<p>Online Safety: Fact, opinion or belief</p> <ul style="list-style-type: none"> • Explain the difference between facts, opinions and beliefs • Make my own judgments about what I read and see online 	<p>Online Safety: What is a bot?</p> <ul style="list-style-type: none"> • Explain what a 'bot' is • Provide examples of bots • Describe the benefits and the risk of using bots now and in the future
Art	Design Technology
<p>Formal Elements of art (Texture and Pattern) and Art and design skills (Design, drawing, craft, painting and art appreciation)</p> <ul style="list-style-type: none"> • Experiment with charcoal to create different textures and effects. • Create pattern / designs using a printing technique. • Create and use a printing block. • Create a printing stamp. • Create patterns using a stamp printing technique. • Create pencil drawings using reflection and symmetry, • Arrange and draw a still-life image from observation. 	<p>Mechanical systems: Making a slingshot car</p> <ul style="list-style-type: none"> • Work independently to produce an accurate, functioning car chassis. • Designing a shape that is suitable for the project and making some attempt to reduce air resistance through the design of the shape. • Producing panels that will fit the chassis and can be assembled effectively using the tabs they have designed. • Constructing the car bodies effectively. • Conduct the trial accurately and drawing conclusions and improvements from the results.

Music	
<p>Haiku, music and performance</p> <ul style="list-style-type: none"> This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers 	<p>Rock and Roll</p> <ul style="list-style-type: none"> Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock.
French	
<p>Spring 1: Describing things and people / Expressing likes and saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this block are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]</p> <p>Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months</p> <p>Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)</p>	<p>Spring 2: Describing me and others / Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this block are:[a] [o] [e] [i] [u]; Silent Final Consonant [SFC] -t, -s, -d; Silent Final E [SFe]; [an/en]; open and closed [eu]; [ch] [au/eau/o/ô]; [on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>
PSHE+C	
<p>Dreams and Goals</p> <ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<p>Healthy Me</p> <ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength