

## Year 4 Summer Term Curriculum Overview 2024

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10	
<b>MATHEMATICS</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>				Assessment Week	<b>HALF TERM</b>	<b>On-going application of mental, communication, problem solving and reasoning skills.</b>				Assessment Week	
	<ul style="list-style-type: none"> <li>• To make a whole with tenths</li> <li>• To make a whole with hundredths</li> <li>• To partition decimals</li> <li>• To flexibly partition decimals</li> <li>• To compare decimals</li> <li>• To order decimals</li> <li>• To round to the nearest whole number</li> <li>• To look at halves and quarters as decimals</li> <li>• To write money using decimals</li> <li>• To convert between pounds and pence</li> <li>• To compare amounts of money</li> <li>• To estimate with money</li> <li>• To calculate money</li> <li>• To solve problems with money</li> <li>• To know years, months, weeks and days</li> <li>• To look at hours, minutes and seconds</li> <li>• To convert between analogue and digital times</li> <li>• To convert to the 24-hour clock</li> <li>• To convert from the 24-hour clock.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand angles as turns</li> <li>• To identify angles</li> <li>• To compare and order angles</li> <li>• To look at triangles, quadrilaterals and polygons</li> <li>• To understand lines of symmetry</li> <li>• To complete a symmetric figure</li> <li>• To interpret charts</li> <li>• To understand comparison, sum and difference</li> <li>• To interpret line graphs</li> <li>• To draw line graphs</li> <li>• To describe position using coordinates</li> <li>• To plot coordinates</li> <li>• To draw 2D shapes on a grid</li> <li>• To translate on a grid.</li> </ul>										
<b>ENGLISH</b>	<b><u>I was a Rat or The Scarlet Slippers by Phillip Pullman</u></b>				<b><u>The Lost Happy Endings by Carol- Ann Duffy</u></b>							
	<ul style="list-style-type: none"> <li>• To engage children with a story with which they will empathise</li> <li>• To explore themes and issues, and develop and sustain ideas through discussion</li> <li>• To develop creative responses to the text through drama, storytelling and artwork</li> <li>• To write in role in order to explore and develop empathy for character</li> <li>• To write with confidence for real purposes and audiences.</li> </ul> <p><b>Possible Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• To write newspaper articles</li> <li>• To edit and publish newspaper articles.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore, interpret and respond to a picture book</li> <li>• To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience</li> <li>• To study the language and writing style of an author in order to broaden knowledge of vocabulary</li> <li>• To develop creative responses to the text through drama, storytelling and artwork</li> <li>• To write in role in order to explore and develop empathy for characters</li> <li>• To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate.</li> </ul> <p><b>Possible writing outcomes</b></p> <ul style="list-style-type: none"> <li>• To create settings for stories</li> <li>• To write information texts/ non- chronological reports about forest habitats and animals</li> <li>• To create different types of poetry</li> <li>• To add extra chapters of a book and continue in the style of the author</li> <li>• To change the endings of traditional Fairy Tales.</li> </ul>										

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<b>SCIENCE</b>	<b><u>Living Things and their Habitat</u></b> <ul style="list-style-type: none"> <li>To recognise that living things can be grouped in a variety of ways</li> <li>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>To recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Star scientist - Jacques Cousteau.</p>		<b><u>SCIENCE WEEK</u></b>		<b><u>Living Things and their Habitat</u></b> <ul style="list-style-type: none"> <li>To recognise that living things can be grouped in a variety of ways</li> <li>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>To recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Star scientist - Jacques Cousteau.</p>		<b><u>Living Things and Their Habitat</u></b> <ul style="list-style-type: none"> <li>To recognise that living things can be grouped in a variety of ways</li> <li>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>To recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Star scientist - Jacques Cousteau.</p>		<ul style="list-style-type: none"> <li>Revision of previous topics</li> <li>Consolidation of working scientifically skills</li> </ul>		
	<b>HISTORY</b>									<b><u>Was the Roman invasion good or bad for Britain?</u></b> <ul style="list-style-type: none"> <li>To understand the reasons why the Romans wanted to invade and settle in Britain</li> <li>To understand why the Romans were able to defeat the Celts</li> <li>To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall</li> <li>To be able to reach a valid conclusion on whether Roman roads were a positive development</li> <li>To use evidence to decide which of the Roman developments has the greatest significance today</li> <li>To use evidence to re-enact experiences in the Roman Army.</li> </ul>	
<b>GEOGRAPHY</b>		<b><u>Can the earth shake, rattle and roll?</u></b> <ul style="list-style-type: none"> <li>To have an understanding of the causes, outcomes and location of earthquakes</li> <li>To have some understanding of the causes, outcomes and locations of volcanoes</li> <li>To understand/list the hazards and distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today</li> <li>To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones</li> <li>To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues</li> <li>To create a working model of a volcano.</li> </ul>									

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ART						<p><b>The Romans</b></p> <ul style="list-style-type: none"> <li>• Make informed choices in drawing and shading</li> <li>• Looking at shade and tone and create a value scale</li> <li>• Alter and refine drawings and describe changes using art vocabulary</li> <li>• When painting mix a variety of colours to know which primary colours make secondary colours</li> <li>• Experiment with different effects and textures in clay and card</li> <li>• Use a developed colour and tone vocabulary</li> <li>• Collect images and information independently in a sketchbook</li> <li>• To be able to annotate sketchbooks to reflect ideas</li> <li>• Choose paints, colours, textured paint and implements appropriately</li> <li>• Work confidently with a range of tools, e.g. thin brush, small picture, scissors, card, clay</li> <li>• Be able to discuss purpose of a project, highlight key features and design purpose</li> <li>• Start to generate ideas, considering the purposes for which they are designing- link with other subjects such as History</li> <li>• Confidently make labelled drawings from different views showing specific features</li> <li>• When planning, explain choice of materials and components according to function and aesthetic</li> <li>• To create sculptures from clay based on roman designs.</li> <li>• Start to evaluate their work both during and at the end of the assignment.</li> </ul> <p><b>Artists:</b> <a href="https://theculturetrip.com/europe/italy/articles/12-artists-from-rome-you-should-know/">https://theculturetrip.com/europe/italy/articles/12-artists-from-rome-you-should-know/</a>  <b>Website:</b> <a href="http://gomersalprimaryschoolart.blogspot.com/2020/01/the-romans-year-4.html">http://gomersalprimaryschoolart.blogspot.com/2020/01/the-romans-year-4.html</a></p>
DT	<p><b>Shelters</b></p> <ul style="list-style-type: none"> <li>• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, with alternative suggestions, if the first attempts fail</li> <li>• When planning, consider the views of others and users, including relationship and link to Roman era, to tailor and improve their work</li> <li>• To make drawings with labels when designing</li> <li>• When planning, explain their choice of materials and components including function and aesthetics</li> <li>• Select a wider range of tools and techniques for making their product including woodwork or card and other malleable materials, be able to create a shelter shape of their choice</li> <li>• Measure, mark out, cut, score and assemble components with more accuracy</li> <li>• Start to work safely and accurately with a range of simple tools</li> <li>• Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</li> <li>• Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose, does the finished item look like their initial drawing?</i></li> </ul>					
COMPUTING	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 4.3 Spreadsheets – Programs; 2Calculate</b></p> <ul style="list-style-type: none"> <li>• To use the formula wizard in the advanced mode to add formulae and explore formatting cells</li> <li>• To use the timer and spin button</li> <li>• To use line graphs</li> <li>• To use spreadsheet for budgeting</li> <li>• To explore place value with a spreadsheet.</li> </ul>					
	<p><b>COMPUTING STRAND: Computer Science</b>  <b>Unit 4.5 Logo – Programs; 2Logo</b></p> <ul style="list-style-type: none"> <li>• To learn the language of Logo. To input simple instructions on Logo</li> <li>• To use Logo to create letters</li> <li>• To use the Repeat function in Logo to create shapes</li> <li>• To use the Build feature in Logo.</li> </ul>					

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<b>PE</b>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To develop stamina and an understanding of speed and pace in relation to distance.</li> <li>To develop power and speed in the sprinting technique.</li> <li>To develop technique when jumping for distance.</li> <li>To develop power and technique when throwing for distance.</li> <li>To develop a pull throw for distance and accuracy.</li> <li>To develop officiating and performing skills.</li> </ul>	<b>PE</b>	<p><b>Invasion Skills (netball)</b></p> <ul style="list-style-type: none"> <li>To develop passing and moving and play within the footwork rule.</li> <li>To use a variety of passes to move towards a goal.</li> <li>To develop movement skills to lose a defender.</li> <li>To defend an opponent and try to win the ball.</li> <li>To develop the shooting action.</li> <li>To apply skills and knowledge to play games using netball rules.</li> </ul>
<b>MUSIC</b>	<p><b>Unit: Samba &amp; carnival sounds and instruments: South America</b></p> <p>Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.</p> <p>Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of samba music. Composing a rhythmic break. Learning about the origin of samba music.</p> <p><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>	<b>MUSIC</b>	<p><b>Swimming</b></p> <p><b>Unit: Adapting and transposing motifs: Romans</b></p> <p>Ongoing Focus: Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.</p> <p>Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique. Recognising the use and development of motifs in music. Creating a motif-based composition and notating this using roman mosaic artwork.</p> <p><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>
<b>SRE/ PSHE</b>	<p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>To know why and how to keep safe in the sun and protect skin from sun damage.</li> </ul> <p><b>Preparing to be citizens in society</b></p> <ul style="list-style-type: none"> <li>To be aware of a range of different environmental concerns, both locally and globally. They are able to research, discuss and debate issues related to the environment. They carry out shared responsibilities for protecting the environment in school. E.g. By recycling paper</li> <li>To explore and critique how the media present information. They recognise some persuasive media tactics. E.g. On television adverts.</li> <li>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities, and the sustainability of the environment.</li> <li>To learn about career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them.</li> </ul> <p>British Values – The Rule of Law</p>	<b>SRE/ PSHE</b>	<p><b>My Money Week</b></p> <ul style="list-style-type: none"> <li>To know there is a range of jobs – paid and unpaid.</li> <li>To describe different jobs that they might do to earn money when they are older. They understand that some jobs pay more than other</li> <li>To understand that managing money is complex and if they need help, there are people who can help them</li> <li>To know that some things are better 'value for money' than others. They understand that it may not be possible to have everything you want, straight away, if at all.</li> </ul> <p><b>Transition</b></p> <ul style="list-style-type: none"> <li>To be given strategies to manage the transition between Year 4 and Year 5.</li> </ul> <p>British Values – Individual Liberty</p>
<b>FRENCH</b>	<p><b>As-tu Un Animal? (Do You Have A Pet?)</b></p> <ul style="list-style-type: none"> <li>To repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French</li> <li>To tell somebody in French if they have or do not have a pet</li> <li>To ask somebody else in French if they have a pet</li> <li>To tell somebody in French the name of their pet</li> <li>To attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").</li> </ul>	<b>FRENCH</b>	<p><b>Les Romains (The Romans)</b></p> <ul style="list-style-type: none"> <li>To tell somebody in French the key facts and key people involved in the history of the Roman Empire</li> <li>To say the days of the week in French and learn how these are related to the Roman gods and goddesses</li> <li>To tell somebody in French what the most famous Roman inventions were</li> <li>To learn what life was like for a rich and a poor child in Roman times</li> <li>To introduce pupils to the concept of the negative form in French.</li> </ul>

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### Chagim: Yom Ha'atzmaut

- To understand the process that led to the creation of modern day State of Israel, namely the role of the United Nations vote
- To know the names of the Shivat Haminim in Hebrew and English and know that Israel is praised in the Torah for them
- Know that agriculture has changed from the time of the Torah and know that Israel is famous for other aspects of agriculture (such as cherry tomatoes and irrigation)
- Know that Israel is famous for technology and has shared many inventions and innovations with the rest of the world
- To explore the development of the country from its agricultural starting point to its current position as world technology lead.

### Chagim: Shavuot

- Knows that Shavuot is the second of the Shalosh Regalim
- Knows the five names of Shavuot in Hebrew and in English and their significance to include: Shavuot, Atzeret, Zman Matan Toratenu, Chag Ha'Bikurim, and Chag Hakatzir
- Knows that Bikkurim and special wheat harvest were brought on Shavuot at the time of the Bet HaMikdash
- Knows that Shavuot is only 1 day in Israel
- Knows that the whole of Hallel is said on Shavuot and that Ya'aleh V'yavo is also said
- Knows the Parshiot that appear in each of the Chamishah Chumshei Torah.

### Parashah

- To know the name of the weekly Parashah in English and Hebrew
- To know the key personalities within each Parashah
- To know the episodes of the weekly Torah portions
- To understand how we can apply the character traits of different Torah personalities, to our own lives
- To be able to recite the Parashot in the books of the Torah
- To be able to find the weekly Parasha in a chumash
- Kedoshim – with focus on Lo Tikom – do not take revenge
- Emor - The importance of Kiddush Hashem
- Behar- helping the needy
- Bechukotai- sensitivity to people's feelings

### Skills

- Shivat Haminim with focus on Hidden Vav within word
- Parts of Hallel with focus on mapik Hey
- Parts from Megillat Ruth with focus on Kamatz Katan
- Asseret Hadibrot with focus on letter Vav with Cholam Chaser.

### Chagim: Three Weeks

- Knows the story of Kamtza and Bar Kamtza and how it relates to Tisha B'Av
- Understands the words "Sinat Chinam" and how this led to the destruction of the Bet HaMikdash as opposed to "Ahavat Chinam" which will help rebuild it
- Knows that 17<sup>th</sup> Tammuz and Tisha B'Av are two of the four fasts linked to the destruction of the Bet HaMikdash
- Knows that Tzom Gedaliah and Asarah B'Tevet are the other two fast days that link to the destruction of the Bet HaMikdash
- Knows that Zerubavel was the force that led the return of the Jews from the Babylonian exile and worked with Ezra + Nechemya to rebuild the Beit HaMikdash.

### Parashah

- To know the name of the weekly Parashah in English and Hebrew
- To know the key personalities within each Parashah
- To know the episodes of the weekly Torah portions
- To be able to find the weekly Parasha in a chumash
- To understand how we can apply the character traits of different Torah personalities, to our own lives
- Behaalotecha – with focus on Pesach Sheini
- Shelach – with focus on the mission of the 12 Spies
- Korach – with focus on what was Korach's complaint
- Chukat – the ways we show respect to a Cohen
- Balak – be aware of warnings

### Skills

- Parts of Behaalotecha – with review of Mapik Hey
- Parts of Korach – with review of hidden Vav within a word
- Parts of Chukat – with review of Kamatz Katan
- Parts of Megillat Eichah – with review of letter Vav with Cholam chaser