



Year 4 – Curriculum Overview Summer Term 1 2024

Science: States of Matter

Through different types of scientific enquiry the children will be working scientifically to:

Compare and group materials together, according to whether they are solids, liquids or gases, observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) and identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Maths: Fractions and Decimals

Class 4 will be recapping prior knowledge of place value, addition and subtraction, multiplication and division as well as learning to recognise and show, using diagrams, families of common equivalent fractions. 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. Add and subtract fractions with the same denominator, recognise and write decimal equivalents of any number of tenths or hundredths. Round decimals with one decimal place to the nearest whole number and solve simple measure and money problems involving fractions and decimals to two decimal places.

Number Facts Homework:

This ½ term the children need to practice all the times tables ready for statutory test. Remember to use TTRockstars

Religious Education- Judaism

Class 4 will make sense of belief, understand the impact and make connections to explain, identify and give a reasoned response to how festivals and family life show what matters to Jews.

French: Bonjour tout le monde!

Class 4 will learn to pronounce sounds in French as well as repeat intonation patterns and use classroom instruction correctly.

Geography: Sustainability-How can we live more sustainably?

Class 4 will learn to understand and give examples of what living sustainability entails and how they might approach applying those principles to their own lives, including within the school environment.

History: Vikings-What did the Vikings want and how did Alfred help to stop them getting in?

This investigation assists pupils to distinguish historical facts from myth, folklore and legend in relation to the people commonly referred to today as 'the Vikings'

PSHE: Living in the Wider World-Be my Best

Class 4 will learn to recognise, identify, and suggest reasons about recycling, our school community and volunteering.

Music: How does music improve our world?

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments, including the violin, with increasing accuracy, fluency, control and expression.

Physical Education: Football and Skipping

Class 4 will learn to work as part of a team, using positive communication as well as develop core strength, agility and gross motor skills.

Computing: What is Photo Editing?

Class 4 will learn to use photo editing software to crop, remove and chose different colour effects to an image as well as combine text.

Art-Craft and design-Fabric of Nature

Class 4 will describe images and objects using art vocabulary, discuss the inspiration for an artist's work, create a pattern using a drawing, identify and create a repeating pattern and compare different methods for creating printed fabrics.

Design and Technology-Structures-Pavilions

Class 4 will evaluate, design, create and make a purposeful product for a specific user by, understanding that different materials can create different effects and design a structure that is stable and aesthetically pleasing as well as, create different textural effects with a chosen material and give feedback on how parts of a structure could be developed to make it more appealing or stronger.

English: Power of reading text 'The Tin Forest'

Reading: We will develop positive attitudes to reading and understanding of what we have read by:

- using dictionaries to check the meaning of words that we have read and spell them correctly.
- identify themes and conventions in a wide range of books and apply this to conversations and our writing.
- sequence events in a text so that it is coherent.

Writing: To look at character profiles, to predict what might happen next using clues in a text.

To draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

To evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements as well as ensuring the consistent and correct use of tense throughout a piece of writing and proof-reading for spelling and punctuation and grammar errors.

Speaking and listening: Participate actively in collaborative conversations, using spoken language to develop understanding through imagining and exploring ideas.

Handwriting: Nelson handwriting scheme.

To increase the legibility, consistency and quality of the children's handwriting with the aim of achieving a pen licence.