

Curriculum Half Termly Overview



Why does Italy shake and roar?

Year group - 4

Term - Spring 2



Wow moment:

English text types

Core text: The Iron Man, by Ted Hughes.
 Each week we are going to use Vipers to study each chapter of the text and practise the following skills.
 V-new vocabulary.
 I-inference skills.
 P-make sensible predictions based on the text.
 E-explain.
 R-retrieve information in order to answer questions.
 S-summarise each chapter.

Week 1-2: We will then focus on non-fiction and how to write a newspaper report based on, 'Peril in Pompeii!', which we will also link to our work in Geography.

Week 3-4: We will read our new story, 'Nail soup'. The children will learn the story by drawing story maps, retelling it, acting it out. We will look at the different features of a meeting story and what makes a good beginning and end.

Week 5: We will then innovate the story and the children will write another meeting story by using 'Nail Soup' and the film 'Girl and Robot'.

SPAG

- Experiment with the position of subordinate clauses.
- Use commas after fronted adverbials.
- Use the correct tense.
- Use interesting vocabulary which is appropriate to the task, audience and purpose.
- Use apostrophes for singular and plural possession.
- Understand the grammatical difference between plural and possessive -s.
- expresses time, place and cause using:
 - conjunctions (e.g. when, before, after, while, so, because)
 - adverbs (e.g. then, next, soon, therefore)
 - prepositions (e.g. before, after, during, in, because, of)
- Use a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech
- Words with the /k/ sound spelt ch.
- Words with the /sh/ sound spelt ch.
- Words with the /s/ sound spelt sc.
- Words using suffixes: -ly, -ation, -ous.
- Words with endings sounding /shun/: -tion, -sion, -ssion, -cian.
- Words ending with -sure and -ture.

Maths

Week 1-4: Number-Fractions. We will then focus on fractions and recognising and showing, using diagrams, families of common equivalent fractions. The children will count up and down in hundredths, recognising that hundredths arise when dividing an object by one hundred and dividing tenths by ten. They will 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. The children will add and subtract fractions with the same denominator and solve simple measure and money problems involving fractions.

Week 5: Decimals a (continued in summer term). Children explore tenths through different representations of 1 whole split into ten equal parts, including place value counters, straws, counters on a ten frame and bead strings. They will use number lines as a useful representation of tenths as fractions.

Tables and Mental Maths

By the end of the year the children should be able to recall multiplication and division facts for multiplication tables up to 12 x 12.

Science

In this unit the children will work towards answering the question, 'How can we make different sounds?' They will identify and describe different sounds and learn that sounds are produced by vibrations and that these vibrations travel from the source of the sound through a variety of materials to the ear. The children will use musical instruments and household materials to investigate the range of ways of producing sounds and how the pitch and volume of a sound can be altered. They will have the opportunity to make sounds and will create a short soundtrack for a piece of film.

Geography

This half term, we will focus on the question, 'Why does Italy shake and roar?' The children will acquire and apply their knowledge of some of the main countries and cities in Europe. They will focus on the region in Italy affected by Tectonic activity.

PSHE

This half term's topic is, 'Healthy Me'. We will work on recognising how different friendship groups are formed and how the children fit into them. Then we will think about being healthy in general by understanding the facts about smoking and the effects of alcohol.

MFL

- In this unit pupils will learn how to:
- Name and recognise up to 10 vegetables in Spanish.
 - Attempt to spell some of these nouns (including the correct article)
 - Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.
 - Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

RE

We will look at the question, 'Why is Lent such an important period for Christians?' The children will describe some ways Christians keep Lent today and know what happened when Jesus was tempted in the desert. They will make links between Jesus' period in the desert and Lent today and finally, reflect on their own feelings, experiences and values about being tempted.

Computing

In this unit, we will consider how and why data is collected over time. We will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. They will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, we will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

PE

We are very much looking forward to learn a new dance with the dance coach Sophie. We will be performing this dance at a showcase.

We will continue to swim this half term.

Art

In this unit the children will learn about shading techniques to create a simple 3D effect. They will explore drawing in proportion thinking about the relative size and shape of the objects they draw. Shading techniques will also be explored to create pattern and contrast before transferring drawings into printing.
 Artist Links: Ed Ruscha, Alberto Giacometti, Fernando Botero, Henri Matisse, Henry Moore

Music

The children will use their voices and instruments to listen and sing or playback a melody with confidence. They will begin to write lyrics and understand how pulse, rhythm and pitch work together.