

Curriculum Half Termly Overview

Year group - 4

Term - Spring 1



English text types		SPAG
<p>Core text: The Firework Maker's Daughter - Philip Pullman 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.</p> <p>Week 1-3: We will read our new story, 'Lila and the Pirate' which is connected to our core text, The Firework Maker's Daughter. The children will learn the story by drawing story maps, retelling it, acting it out. We will look at the different features of a suspense story and what makes a suspense story. We will then innovate the story and the children will write. Week 4: The children will write their own suspense story based on all of the work we have done and by using the film, The Cloudmaker. Week 5-6: We will then focus on non-fiction and write a newspaper report about coastal erosion.</p>		<ul style="list-style-type: none"> • Subordinate clauses. • Conjunctions. • Adverbs. • Prepositions. • Description-adjectives, verbs. • Punctuation-full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular and plural possession and inverted commas for direct speech. • Tenses. • Common exception words. • Suffixes.
Maths	Tables and Mental Maths	MFL
<p>Week 1-4: Number-Multiplication and Division. We will practise recalling multiplication and division facts for multiplication tables up to 12 × 12. The children will multiply by 0 and 1, divide by 1, multiply together three numbers and multiply two-digit and three-digit numbers by a one-digit number using formal written layout. They will solve problems involving multiplying and division. Week 5-6: Length and Perimeter. We will measure in kilometres and metres. Explore perimeters on a grid, as well as identify the perimeter on rectilinear and polygon shapes.</p>	<p>By the end of the year the children should be able to recall multiplication and division facts for multiplication tables up to 12 × 12.</p>	<p>Family In this unit we will learn a range of vocabulary relating to families. We will say, read and write sentences about our family as well as imaginative families.</p>
Science	Computing	PSHE
<p>States of Matter In this unit children will have identified, grouped and described different materials as solids, liquids or gases. They will have described and actively modelled simple scientific ideas of solids, liquids and gases in terms of arrangement of particles. They will have observed that some materials change state when they are heated or cooled and they will have had the opportunity to measure or research the temperature at which this happens expressed in degrees Celsius (°C). They will have had the opportunity to investigate how materials can be changed by heating and cooling and will have investigated melting and freezing in everyday situations. Children will have used their knowledge of changes of state to identify the part played by evaporation and condensation in the water cycle and will have associated the rate of evaporation of water with temperature.</p>	<p>This unit introduces year 4 to Artificial Intelligence, exploring what it is, what it can do, and how it is used in today's digital world. Children learn to write clear prompts to communicate effectively with AI tools, consider the responsibilities of being a good digital citizen when using them, and reflect on how AI might evolve in the future</p>	<p>This half term's topic is, 'Dreams and Goals'. We will work on sharing hopes and dreams and understanding that sometimes hopes and dreams do not come true and that this can hurt. The children will begin to know how to cope with disappointment and help others cope with theirs and to become more resilient with a positive attitude.</p>
Geography	History	PE
<p>In this unit, children will review their knowledge about the seas and oceans that surround the UK, understanding that the UK is made up of a range of islands with an expansive coastline. Children will learn about coasts, how they can vary, and why. They will learn to identify different features of coasts and how they are formed. Children will learn about the physical processes that cause a coastline to change over time. Children will look at case studies of the UK's coastlines. Children will learn about coastal protection strategies.</p>	<p>This unit looks at the Anglo-Saxons and Vikings and their achievements from 410 CE to 1066 CE. The first lessons explore life in England after the fall of the Roman Empire and the reasons why the Anglo-Saxons travelled to England's shores and decided to settle. This moves on to finding out how England was ruled during the settlement of the Anglo-Saxons and how they kept control of the 7 different kingdoms across the land.</p>	<p>Gymnastics The children will create a performance including interesting shapes, levels and pathways. They will practise using strong body tension to hold balances with increased control and keep good body tension throughout a roll. Games on Attack The children will use running, jumping, throwing and catching in isolation and in combination. They will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in basketball.</p>
RE	D&T	Music
<p>We will look at the question, 'What promotes Humanists to have a good life?' We will look at key beliefs; there is no evidence of a god, we have one life - we need to make the best of it, it is our responsibility to treat humans and other living things ethically, fairly and positively, we need to take personal responsibility for our actions, we have the potential to achieve great things which will benefit humanity and future generations, and finally Humanists respect people's right to hold their own beliefs.</p>	<p>The children will work with Chef, Sarah to research cooking methods and make healthy foods from recipes.</p>	<p>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.</p>