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| St Margaret’s C of E Primary School |

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| Curriculum content for Year 4 | | | | | | | | | | | | | | |
| English | | | | | Maths | | | | | Science | | | | |
| Priority Objectives | | | Themes/Resources | | Priority Objectives | | | | | | | | Schemes/Resources | |
| **Reading:** Vocabulary; Prediction; Retrieval & inferential skills; Sequencing; Comparison; Summarising; Authorial intent  **Handwriting**: legible and consistent: down strokes of letters are parallel and equidistant; correct top joins; break letters left unjoined  **Spelling:** use the first 2/3 letters of a word to check a spelling in a dictionary; add prefixes and suffixes to root words; spell homophones; spell all compulsory Y3/4 word list.  **Composition:** write with a clear structure, setting and plot; compose sentences using a range of sentence structures; use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition; check and edit writing to improve consistency/ effectiveness  **Grammar and Punctuation:**  use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases; use fronted adverbials with commas; write in paragraphs; use inverted commas + other punctuation to indicate direct speech; use plural possessive apostrophes  **Suggested age appropriate texts:**  Bill’s New Frock Harry Potter (series)  Charlotte’s Web Horrid Henry  Escape from Pompeii Romans on the Rampage  The Roman Mysteries Half Moon Investigations  The Wolf’s Footprint James and the Giant Peach  Hacker Kensuke’s Kingdom  Matilda How to Train your Dragon  Mr. Stink Street Child  The Butterfly Lion The Worst Witch  There’s a boy in the Girls’ Bathroom The Iron Man  The Lion, the Witch and the Wardrobe The Tinderbox  A Series of Unfortunate Events The Last Slice of Rainbow  Varjak Paw Astrosaurs  You’re a Bad Man Mr. Gum Street Child  Stink Bomb and the Ketchup Face The Abominables  Because of Winn Dixie The Witches  War game The Fib and Other Stories | | | * The legend of Robin Hood * Escape from Pompei * The Firework Maker's Daughter * The Windmill Farmer * Evol * Astrosaurs * The Battle Cry! * The Boy who Biked the World   **Online Resources:** spag.com | | **Number and place value, approximation and estimating/ rounding**  Read and write numbers to at least 10 000. Recognise the place value of each digit in a four-digit number. Order and compare numbers beyond 1000. Find 0.1, 1, 10, 100 or 1000 more or less than a given number. Count backwards through zero to include negative numbers. Order temperatures including those below 0°C. Count in multiples of 6, 7, 9, 25 and 1000. Read Roman numerals to 100 and know that, the numeral system changed to include the concept of zero & place value. Identify, represent and estimate numbers using different representations (incl. number line). Round any number to the nearest 10, 100 or 1000. Round decimals (one decimal place) to the nearest whole number.  **Calculations** **– including solving number and practical problems**  Add and subtract whole numbers, and decimals with one decimal place, using formal methods of column addition and subtraction.  Estimate; use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Solve addition and subtraction problems involving missing numbers. Recall multiplication and division facts for multiplication tables up to 12 × 12. Use place value, known/ derived facts to multiply & divide mentally. Recognise and use factor pairs and commutativity in mental calculations. Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. Divide 3-digit by a 1-digit numbers using formal written method of short division.  Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit by 1-digit numbers, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.  **Fractions and decimals including** **measure/ money problems involving fractions & decimals to 2 decimal places**  Recognise and write decimal equivalents to ¼, ½, ¾. Count on and back in steps of unit fractions. Count up and down in hundredths. Recognise hundredths arise when dividing an object by 100 & dividing tenths by 10. Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Compare numbers with the same number of decimal places up to 2 decimal places. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer. Solve problems involving increasingly harder fractions to calculate quantities & fractions to divide quantities, including non-unit fractions where the answer is a whole number.  **Measurement** **including problems involving money and measures**  Estimate, compare and calculate different measures, including money in £ and p. Read, write and convert time between analogue and digital 12-hour clocks and digital 24-hour clock. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Convert between different units of measure [e.g. km to m; hr to min]. Measure and calculate the perimeter of a rectilinear figure in cm and m. Find the area of rectilinear shapes by counting squares.  **Geometry – properties of shapes**  Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Identify acute and obtuse angles and compare and order angles up to 2 right angles by size.  **Geometry – position and direction**  Describe movements between positions as translations of a given unit to the left/right and up/down. Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon.  **Statistics** **including bar charts, time graphs, pictograms and tables**  Interpret and present discrete and continuous data using appropriate graphical methods. Solve comparison, sum and difference problems using information presented tables and charts. | | | | | | | | White Rose Maths  Gareth Metcalfe – I See Reasoning  Maths on Target  **Online resources:** Times Table Rock Stars  Mathsletics | |
| Curriculum Enhancement | | | | | **Intended visits** | | | | **Clubs – Optional** | | | | | |
| * Y4/ Y6 Christmas Production * Sports Day * Online Safety Workshop * Sparks (Fire Safety) workshop * Harvest, Remembrance, Christmas, Easter Services * Global Celebration Day * Safer Internet Day * Fairtrade Fortnight * World Book Day * DT Foodie Focus week | | | | | * Termly: Class visits to St. Margaret’s Church * Bishop’s Wood (History focus) * The Sikh Gurdwara in Walsall (RE focus) * ThinkTank (STEM focus) | | | | * Fizz Pop Science * Magical Maths * Aspire Sports (various clubs across year) * Winter Woollies Club (Knitting) * KS2 Choir | | | | | |
| Y4 Science | | | | | | | | | | | | | | |
| **Topics (Scheme: Snap Science)**  **Digestion – Where does all the food go?**  Describe the simple functions of 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 & prey.  **Sound - Good vibrations**  Observe and name a variety of sound sources. Recognise that sound gets fainter with distance. 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.  **States of matter – In a state**  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 (°C) degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  **Electricity** **- Switched on**  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 or not 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 or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.  **Classification - Who am I?**  Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  **Habitats - Human impact**  Recognise that environments can change and that this can sometimes pose dangers to living things  **Lower KS2 Working Scientifically Objectives**   * Ask relevant questions and use different types of scientific enquiries to answer them * Set up simple practical enquiries, comparative and fair tests * Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * Gather, record, classify and present data in a variety of ways to help in answering questions * Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * Identify differences, similarities or changes related to simple scientific ideas and processes * Use straightforward scientific evidence to answer questions or to support their findings. | | | | | | | | | | | | | | |
| Art and Design | Citizenship/ RSHE | Computing | | Design Technology | | Languages | Geography | History | | | Music | Physical Education | | Religious Education |
| * Art of Nature: Andy Goldsworthy * Pointillism * Tapestry: a sampler of sewing skills * Anglo-Saxon art | **Scheme: Jigsaw!**   * Being me in my world * Celebrating difference * Dreams and goals * Healthy me * Relationships * Changing me | **Scheme: ilearn2**   * Programming in Scratch * Animation * Internet research * Ebook creation * Data handling * 3D design | | **Scheme: Plan Bee**  **Primary** Solutions:   * **Torches** – designing and making: a torch with a functioning (home-made) switch * **Pop-up books** – designing & making a pop-up book with a variety of mechanisms * **Inventors** | | **Topics**   * All around town * On the move * Going shopping * Where in the world? * What’s the time? * Holidays and hobbies   **Cultural:** French Christmas and Easter traditions, and traditional childhood rhymes and games | **Scheme: Connected Geography**   * Why do some earthquakes cause more damage? * How can we live more sustainably? * Why are jungles so wet and desserts so dry? | **Scheme: Connected History**   * How did the arrival of the Romans change Britain? * Who were the Anglo-Saxons and how do we know what was important to them? * What did the Vikings want and how did Alfred help to stop them getting it? | | | **Scheme: Charanga**   * **Mamma Mia** – Abba, 70s Pop * **Glockenspiel** Level 2 instrumental skills * **‘Lean on Me’ -** Soul/Gospel * **‘Blackbird’ -** The Beatles - a song about civil rights. * **Happy** | **Scheme: Get Set 4 PE**   * Yoga * Hockey, * Gymnastics, * Fitness (one unit per half term) * Dance, * Badminton, * Athletics, * Basketball, * Swimming. | | **Schemes: Sandwell SACRE + Understanding Christianity**   * How does art show faith? * What kind of world did Jesus want? * What is pilgrimage? * Easter reflections * Visiting sacred places * Creation Stories |
| Online Safety | | |
| **Scheme: Project Evolve**   * Self-image and identity * Online Relationships * Online Reputation * Online Bullying * Managing Online Information * Health, well-being and lifestyle * Privacy and security | | |