

# St Margaret's at Cliffe Curriculum Overview for Year 4 Term 5 2020 - 2021

## English

### Speaking and Listening

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Consider, evaluate different viewpoints, building on the contributions of others.
- Use spoken language to develop understanding through speculating and exploring ideas.

### Reading

- Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read.
- Compare the key themes across different books.
- Confidently talk about the effects of different words and phrases to create different images an atmosphere (powerful verbs, descriptive adjectives and adverbs).
- I can read a range of appropriate texts fluently and accurately, including exception words.
- I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im-por-tant).

### Grammar

- I can use the present perfect form of verbs in contrast to the past tense.
- I can use pronouns appropriately to avoid repeating the noun.
- I can express time, place and cause using conjunctions, adverbs or prepositions.
- I can identify the main and subordinate clause in a sentence.
- I can use paragraphs as a way to group related material.
- I am beginning to use fronted adverbials.
- I can choose specific nouns and powerful verbs depending on the purpose of my writing.
- I can compare the apostrophe for omission with the apostrophe for possession.
- I can explain and demonstrate the difference between plural and possessive 's'.

### Writing

- I can talk about a genre of writing identifying its structure, vocabulary and grammar.
- I can discuss and record my ideas.
- I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.
- I can organise my writing in paragraphs around a theme.
- I can use the features of non-narrative material.
- I can create settings, characters and plot in narrative writing.
- I can write in a variety of genre.

### Punctuation

- Punctuate speech accurately in my writing.
- Use commas after fronted adverbials.
- Use a comma to mark a pause in a complex sentence.
- Indicate possession by using the possessive apostrophe with plural nouns.

## Mathematics

### Fractions

- Recognise equivalent fractions (with diagrams).
- Compare and order unit fractions.
- Find fractions of a set of objects.

### Shape

- Recognise angles as a description of a turn.
- Identify pairs of perpendicular and parallel lines.

### Measures – Money

- Add and subtract money to give change (mixed units).
- Estimate and compare money in £ and p.

### Measures – Perimeter and Area

- Measure the perimeter of a simple 2D shape.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Find the area of rectilinear shapes by counting squares

### Time

- Read and write the time on 12- and 24-hour digital clocks.
- Convert time between analogue and digital 12-hour clocks.
- Convert minutes to seconds; years to months and weeks to days and vice versa.
- Solve one-step conversion problems in contexts, deciding which operations to use and why.

### Addition and subtraction

- Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate without regrouping.
- Use inverse operations to check answers to a calculation
- Add two numbers mentally (up to 3 digits).
- Solve addition and subtraction problems.

<p><b>Music</b></p> <p><b>Recorders</b></p> <ul style="list-style-type: none"> <li>-To play the notes B, A and G within a simple tune.</li> <li>-To play the note E within a simple tune.</li> <li>-To play along with a simple recorder tune.</li> <li>-Create my own tune using known notes I can play.</li> <li>-Learn where recorders came from and how they are used around the world.</li> <li>-Develop a simple piece of sheet music.</li> </ul>	<p><b>French</b></p> <p><b>What's the Time?</b></p> <ul style="list-style-type: none"> <li>-Say and write a sentence to tell the time (O'clock, half past, quarter past and quarter to).</li> <li>-Count in fives to at least 30.</li> <li>-Understand and use the terms <b>avant</b> and <b>après</b>.</li> <li>-Answer questions about a TV schedule.</li> <li>-Devise questions about a TV schedule.</li> </ul>	<p><b>Geography</b></p> <p><b>Volcanos, Mountains and Earthquakes.</b></p> <ul style="list-style-type: none"> <li>-Locational knowledge (name and locate the world's mountains, volcanoes and earthquakes, concentrating on their key human and physical characteristics).</li> <li>-Place knowledge (understanding geographical similarities and differences between the UK, Europe and North and South America).</li> <li>-Physical geography (describe and understand key aspects of mountains volcanoes and earthquakes).</li> <li>-Human geography (describe and understand key aspects of types of settlement and land use).</li> <li>-Geographical skills and fieldwork (use maps and digital/computer mapping to locate countries and describe features studied).</li> </ul>	<p><b>PSHE</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Recognise situations, which can cause jealousy in relationships.</li> <li>-Identify someone I love and express why they are special to me.</li> <li>-Tell you about someone I know that I no longer see.</li> <li>-Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</li> <li>-Understand what having a boyfriend/girlfriend might mean and that it is a special relationship when I am older.</li> <li>-Know how to show love and appreciation to the people and animals who are special to me.</li> </ul>
<p><b>RE</b></p> <p><b>Why is Jesus inspiring to some people?</b></p> <ul style="list-style-type: none"> <li>-Make connections between some of Jesus' teachings and the way Christians live today.</li> <li>-Describe how Christians celebrate Holy Week and Easter Sunday.</li> <li>-Identify the most important parts of Easter for Christians and say why they are important.</li> <li>-Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</li> </ul>	<p><b>Computing</b></p> <p><b>Databases</b></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> <li>-To use technology safely, respectfully, responsibly and recognise acceptable/unacceptable behaviour.</li> <li>-To design databases that compliment classwork.</li> <li>-To enter measurements in specific fields within databases.</li> <li>-To interpret selection of databases.</li> </ul>	<p><b>Physical Education</b></p> <p><b>Cricket/Rounders'/Athletics</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>-To repeat and link combinations of actions.</li> <li>-To use their bodies and a variety of equipment with greater control and co-ordination.</li> <li>-To choose skills and equipment to help them meet the challenges they are set.</li> <li>-To repeat tasks with increasing control and co-ordination.</li> <li>-To use techniques learnt to improve the quality and control of their work.</li> </ul>	

## **Design and Technology**

### **Cooking & Nutrition – Pizza Art**

- Analyse and use accurate vocabulary to describe a preference about taste, smell, texture and the look of food.
- Use a range of labelled diagrams and flow charts within an action plan to explain how their product will be made.
- Understand the use of different ingredients to create a single product.
- Use a range of recipes to influence their choice of ingredients based on taste, smell, texture and the look of the food.
- Work safely and hygienically to prepare ingredients by cutting and shaping using the appropriate tools as well as cooking with a heat source.
- Analyse the effectiveness of their method and techniques used to create their product from their plan.

## **Science**

### **Animals including Humans**

- Generate relevant scientific questions.
- Identify differences related to scientific ideas.
- Make predictions and suggest equipment.
- Make careful observations, record findings using labelled diagrams and use results to make predictions for new values.
- Identify parts of the digestive system.
- Match the parts of the digestive system with their functions.
- Match the types and functions of teeth.
- Construct and interpret a food chain.