

# St Margaret's at Cliffe Curriculum Overview for Year 4 Term 6 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

### Number & Counting

- Read any number to the nearest 10/100/1000.
- Read Roman Numerals to 100.
- Count fluently in multiples of 6, 7, 9, 25 and 1000.
- Count backwards through zero including negative numbers.

### Fractions & Decimals

- Fluently add and subtract fractions with the same denominator.
- Recognise that hundredths arise when dividing tenths by 10.
- Use factors and multiples to recognise equivalent fractions and simplify where appropriate.
- Round decimals with one decimal place to the nearest whole number.

### Multiplication & Division

- Use formal written method of short multiplication and short division. (3-digit & 1-digit).
- Write statements about the equality of expressions.
- Recognise and use factor pairs for numbers to 50.

### Geometry – Shape

- Compare and classify quadrilaterals.
- Compare and order angles.
- Recognise a line of symmetry in a variety of diagrams.
- Complete a simple symmetric figure.

### Position & Direction

- Describe movements between positions as translations.
- Use co-ordinate plotting ICT tools.
- Plot specified points and draw sides to complete a given polygon.
- Describe positions on a 2D grid as coordinates in the first quadrant.

### Measure

- Estimate, compare and calculate different measures.
- Measure and calculate the perimeter of a range of rectilinear polygons in cm and m.
- Convert between different units of measure.

### Problem Solving

- Solve number and practical problems.
- Solve problems involving increasingly harder fractions.
- Solve simple measure problems.
- Solve problems involving multiplying and adding.

<p><b>Music</b>  <b>Composing – Mountains , volcanoes &amp; earthquakes</b>  Children will be taught to:</p> <ul style="list-style-type: none"> <li>- Play a variety of musical instruments.</li> <li>- Compose their own music using notes they can play on a variety of instruments.</li> <li>- Record notations of their composed music for others to use.</li> </ul>	<p><b>French</b>  <b>Holidays &amp; Hobbies</b>  Children will be taught:</p> <ul style="list-style-type: none"> <li>- Write answers to a question, in a sentence.</li> <li>- Speak in sentences describing the weather.</li> <li>- Distinguish between masculine/feminine nouns and prepositions.</li> <li>- Speak in sentences about going on holiday.</li> <li>- Answers questions about sports, orally and in writing.</li> <li>- Answer questions about hobbies, orally and in writing.</li> </ul>	<p><b>History</b>  <b>Vikings &amp; Anglo-Saxons</b>  Children will be taught:</p> <ul style="list-style-type: none"> <li>- Explain when and where the Vikings came from and why they raided Britain.</li> <li>- Compare the significance of Anglo-Saxon kings during the Viking period.</li> <li>- Explain who King Edward II was and say when and why Danegeld was introduced.</li> <li>- Identify and explain key aspects of Viking life.</li> <li>- Explain how the legal system worked in Anglo-Saxon and Viking Britain.</li> <li>- Explain how the last Anglo-Saxon kings shaped Britain.</li> </ul>	<p><b>PSHE</b>  <b>Changing Me</b>  Children will be taught:</p> <ul style="list-style-type: none"> <li>- To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> <li>- To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</li> <li>- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences.</li> </ul>
<p><b>RE</b>  <b>Why do some people think life is a journey?</b>  Children will be taught:</p> <ul style="list-style-type: none"> <li>- Pupils will be engaged in systematic enquiry into significant human questions, which religion and world views address.</li> </ul>	<p><b>Computing</b>  <b>Stop Motion Animation</b>  Children will be taught to:</p> <ul style="list-style-type: none"> <li>- Understanding animation before computers.</li> <li>- Create a short computer animation using one or more stick figures.</li> <li>- Create a recorded animation involving a number of moving characters.</li> <li>- Structure specific timings of animations using a time slider.</li> <li>- Use a camera to create a short stop motion animation film.</li> <li>- Analyse and evaluate software.</li> </ul>		<p><b>Physical Education</b>  Children will be taught:</p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- To use running, jumping, throwing and catching in isolation and in combination.</li> <li>- To develop, technique, control and balance.</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>- To learn and use throwing, catching, striking and fielding skills.</li> </ul>
<p><b>Art &amp; Design</b>  <b>Printing &amp; Sculpture</b>  Children will be taught:</p> <p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>• Recreating images through relief printing using card.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Exploring paper techniques such as pop-up books and origami.</li> <li>• Adding paper curling’s or other objects to a surface to embellish.</li> </ul>		<p><b>Science</b>  <b>Scientists and Inventors</b>  Children will be taught:</p> <ul style="list-style-type: none"> <li>- Present my findings about Alexander Graham Bell.</li> <li>- Build a solar oven and explain how the temperature changes inside it.</li> <li>- Build a traffic light using series circuits.</li> <li>- Describe the properties of oxygen and explain how it was discovered.</li> <li>- Explain what Lord Kelvin called ‘absolute zero’.</li> <li>- Explain how Thomas Edison’s inventions changed people’s lives.</li> <li>- Identify ways to look after our teeth and explore the invention of toothpaste.</li> </ul>	