

# St Margaret's at Cliffe Curriculum Overview for Year 4 Term 3 2021 - 2022

## 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

- 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.
  - I can proof read my work to check for spelling, grammar and punctuation errors.
  - I can assess the effectiveness of my own and others writing.
  - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.
  - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.
  - I can evaluate what I have written with the teacher or another pupil.

## Mathematics

### Multiplication & Division

- 11 and 12 times table.
- Multiply 3 numbers.
- Factor pairs.
- Written methods.
- Multiply 2-digits by 1-digit.
- Multiply 3-digit by 1-digit.
- Divide 2-digits by 2-digit.
- Divide 3-digits by 1-digit.
- Correspondence problems.

### Measurement – Area

- What is area?
- Counting squares.
- Making shapes.
- Comparing area.

### Fractions

- Unit and non-unit fractions.
- What is a fraction?
- Tenths.
- Count in tenths.
- Equivalent fractions.
- Fractions greater than 1.
- Count in fractions.

<p><b>Music - 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 - Gone Shopping</b></p> <ul style="list-style-type: none"> <li>- Express an opinion in French.</li> <li>- Write sentences to answer questions.</li> <li>- Change the French word for 'the' to the French word for 'some'.</li> <li>- Use adjectives to describe nouns.</li> <li>- Answers questions in complete sentences.</li> <li>- Ask and answer questions in French.</li> <li>- Be able to take part in role-play, speaking in French.</li> </ul>	<p><b>History - Raider and Traders – Britain's settlement by Anglo Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>-Reasons for the invasions of Britain.</li> <li>-How the seven Anglo-Saxon Kingdoms worked in Britain.</li> <li>-How life was in a typical Anglo-Saxon village.</li> <li>-About some important Anglo-Saxon artefacts and their significance.</li> <li>-About the religious beliefs and practices of the early Anglo-Saxon people.</li> </ul>	<p><b>PSHE - Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>-Explore my hopes and dreams.</li> <li>-Understand that sometimes hopes and dreams do not come true and that this can hurt.</li> <li>-Know that reflecting on positive and happy experiences can help me counteract disappointment.</li> <li>-Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.</li> <li>-Identify the contributions made by others and myself to the group's achievement.</li> </ul>
<p><b>RE -Why are festivals important to religious communities?</b></p> <ul style="list-style-type: none"> <li>-What is worth celebrating?</li> <li>-What do Christians celebrate at Easter?</li> <li>-Why is Diwali significant to Hindu's?</li> <li>-Why do Muslims celebrate at the end of Ramadan?</li> <li>-Why do Jewish people celebrate Pesach every year?</li> <li>-What can we learn from celebrations and festivals?</li> </ul>	<p><b>Computing - Scratch Programming</b></p> <ul style="list-style-type: none"> <li>-Write code to move a sprite.</li> <li>-Use script to control a sprite.</li> <li>-Use code to make a character dance.</li> <li>-Use the 'IF' statement within a code.</li> <li>-Move a sprite using the keyboard.</li> <li>-Be able to use a variable within my code.</li> </ul>	<p><b>Physical Education - Gym</b></p> <ul style="list-style-type: none"> <li>-Choose a balance that can be performed comfortably.</li> <li>-Use a range of travelling skills such as step into, step out of, cat leap etc.</li> <li>-Be able to link movements together that flow.</li> <li>-Think about the quality of their movements.</li> <li>-Creating a range of different sequences using a variety of movements.</li> </ul>	
<p><b>Art and Design - Painting</b></p> <ul style="list-style-type: none"> <li>-Practise different techniques of adding colour to an image.</li> <li>-Learn the relationship between primary, secondary and tertiary colours.</li> <li>-Create monochromatic paintings.</li> <li>-Design and name colours of my own creation.</li> <li>-Use paint to show feelings and emotions within an image.</li> <li>-Create a range of observational paintings.</li> <li>-Assess the effectiveness of colour use within paintings.</li> <li>-Assess the effectiveness of black and white within paintings.</li> </ul>	<p><b>Science - Electricity</b></p> <ul style="list-style-type: none"> <li>-Explain ways in which electricity is generated.</li> <li>-Identify electrical appliances and the types of electricity they use.</li> <li>-Identify complete and incomplete circuits.</li> <li>-Identify and sort materials into electrical conductors to insulators.</li> <li>-Explain how a switch work s and why they are needed.</li> <li>-Record and report on an investigation.</li> </ul>		