

# St Margaret's at Cliffe Curriculum Overview for Year 4 Term 4 2022 - 2023

## English

### Speaking and Listening

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions

### Reading

- skim and scan to identify key ideas and answer questions from a text
- read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act
- confidently talk about the effects of different words and phrases to create different images and atmosphere
- refer to the text to support opinions and predictions

### Grammar

- use the present perfect form of verbs in contrast to the past tense
- express time, place and cause using conjunctions, adverbs or prepositions
- identify the main and subordinate clause in a sentence
- choose specific nouns and powerful verbs depending on the purpose of my writing
- compare the apostrophe for omission with the apostrophe for possession
- explain and demonstrate the difference between plural and possessive 's'

### Writing

- talk about a genre of writing identifying its structure, vocabulary and grammar
- discuss and record my ideas
- compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures
- organise my writing in paragraphs around a theme
- use the features of non-narrative material
- create settings, characters and plot in narrative writing
- write in a variety of genre; including poetry, narrative, persuasive and balanced argument
- proof read my work to check for spelling, grammar and punctuation errors
- evaluate what I have written with the teacher or another pupil

## Mathematics

### Multiplication and Division

- related facts multiplication and division
- informal written methods for multiplication
- multiply a 2 digit number by a 1 digit number
- multiply a 3 digit number by a 1 digit number
- divide a 2 digit number by a 1 digit number
- divide a 3 digit number by a 1 digit number
- correspondence problems
- efficient multiplication

### Measure – length and perimeter

- measure in kilometres and metres
- equivalent lengths (km and m)
- perimeter on a grid
- perimeter of a rectangle
- perimeter of rectilinear shapes
- find missing lengths in rectilinear shapes
- calculate the perimeter of rectilinear shapes
- perimeter of regular polygons
- perimeter of polygons

### Fractions

- understand the whole
- count beyond 1
- partition a mixed number
- number lines with mixed numbers
- compare and order mixed numbers
- understand improper fractions
- convert mixed numbers to improper fractions
- convert improper fractions to mixed numbers
- equivalent fractions on a number line
- equivalent fraction families
- add two or more fractions
- add fractions and mixed numbers
- subtract two fractions
- subtract from whole amounts
- subtract from mixed number

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## PSHE

### Healthy Me

- recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- understand there are people who take on the roles of leader or follower in a group, and I know the role I take on in different situations
- understand the facts about smoking and its effect on health, and some of the reasons some people start to smoke
- understand the facts about alcohol and its effect on health, particularly the liver, and some of the reasons some people drink alcohol
- recognise when people are putting me under pressure and can explain ways to resist this when I want
- know myself well enough to have a clear picture of what I believe is right and wrong

## Physical Education

### Dance

- repeat and link combinations of actions with increasing control and co-ordination
- use their bodies with greater control and co-ordination
- choose skills to help them meet the challenges they are set
- use techniques learnt to improve the quality and control of their work
- compose dances creatively and collaboratively in groups
- adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use
- perform different styles of dance clearly and fluently
- recognise and comment on dances, showing an understanding of style
- suggest ways to improve their own and other people's work

### Striking and Fielding (cricket)

- look at the ball at all times and get into a good position to catch and throw the ball
- explore how to choose and apply skills and actions
- concentrate on looking at the ball at all times when batting
- repeat simple skills and actions with increasing control
- observe, describe and copy what others have done
- consolidate existing skills

## Languages (French)

### Where in the World

- speak in sentences about the capital cities of the United Kingdom
- understand basic grammar rules to distinguish between masculine and feminine nouns
- use a French / English dictionary
- how to use 'en' for 'in' when talking about continents
- use the past tense to talk about animals in a zoo
- write in sentences about animals from around the world

## Recorders

- play along with a simple recorder tune
- create my own tune using known notes I can play
- learn where recorders came from and how they are used around the world
- develop a simple piece of sheet music

## Enrichment

- Forest School
- Pancake Day
- World Book Day
- Science Week
- Enterprise Week
- Spring Concert

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<p style="text-align: center;"><b>RE</b></p> <p><b><u>Why are festivals important to religious communities?</u></b></p> <ul style="list-style-type: none"> <li>- understand what the crucifying of Jesus means to Christians</li> <li>- think about what Christians believe happened on Easter Sunday morning</li> <li>- know why Divali is significant to Hindus</li> <li>- describe why Muslims celebrate at the end of Ramadan</li> <li>- give reasons why Jewish people celebrate Pesach every year</li> <li>- consider what we can learn from celebrations and festivals</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p><b><u>Collecting and Presenting Information</u></b></p> <ul style="list-style-type: none"> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>- sort and organise information to use in other ways</li> <li>- use key vocabulary to demonstrate knowledge and understanding in this strand</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>- compare and group materials together, according to whether they are solids, liquids or gases</li> <li>- observe that some materials change state when they are heated or cooled</li> <li>- measure or research the temperature at which changes of state happens in degrees Celsius (°C)</li> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>
<p style="text-align: center;"><b>Geography</b></p> <p><b><u>Compare Canterbury and Dover</u></b></p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of Canterbury and Dover</li> <li>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>- ask and answer geographical questions about the physical and human characteristics of Canterbury and Dover</li> </ul>	<p style="text-align: center;"><b>Design and Technology</b></p> <p><b><u>Food Technology</u></b></p> <p>Cooking &amp; Nutrition – Pizza Art</p> <ul style="list-style-type: none"> <li>- analyse and use accurate vocabulary to describe a preference about taste, smell, texture and the look of food</li> <li>- use a range of labelled diagrams and flow charts within an action plan to explain how their product will be made</li> <li>- understand the use of different ingredients to create a single product</li> <li>- use a range of recipes to influence our choice of ingredients based on taste, smell, texture and the look of the food</li> <li>- work safely and hygienically to prepare ingredients by cutting and shaping using the appropriate tools as well as cooking with a heat source</li> <li>- analyse the effectiveness of methods and techniques used to create a product from a plan</li> </ul>	