

# St Margaret's at Cliffe Curriculum Overview for Year 4 Term 3 2023–2024

## 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

### Reading

- introduced to a range of authors that they might not choose themselves
- able to select own books (and be taught how to do so)
- continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read
- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

### Grammar

- use pronouns appropriately to avoid repeating the noun
- 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

### Writing

- punctuate speech accurately in my writing
- use a comma to mark a pause in a complex sentence
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

## Mathematics

### Multiplication and Division

- multiples of 3
- multiply and divide by 6
- 6 times table and division facts
- multiply and divide by 9
- 9 times table and division facts
- 3, 6, and 9 times table
- multiply and divide by 7
- 7 times table and division facts
- 11 times table and division facts
- 12 times table and division facts
- multiply by 1 and 0
- divide a number by 1 and itself
- multiply three numbers
- factor pairs
- use factor pairs
- multiply by 10 and 100
- divide by 10 and 100
- related facts
- 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

## Music

### Samba and Carnival sounds

- recognise and identify the main features of Samba music
- understand and play syncopated rhythms
- play syncopated rhythms as part of a group
- compose a basic rhythmic break
- perform rhythmic breaks with the Samba piece

## History

### Anglo-Saxons

- reasons for invasions of Britain
- how the seven Anglo-Saxon Kingdoms worked in Britain
- how life was in a typical Anglo-Saxon village
- important Anglo-Saxon artefacts and their significance
- religious beliefs and practices of the early Anglo-Saxon people

## Languages (French)

### Going Shopping

- express an opinion about fruit in French
- change the French word for 'the' to 'some'
- use adjectives to describe nouns
- ask and answer questions in sentences, both orally and written

## PSHE

### Dreams and Goals

- talk about our hopes and dreams
- know that sometimes hopes and dreams do not come true and this can hurt
- know that reflecting on positive and happy experiences can help counteract disappointment
- know how to make a new plan and set new goals, even if I have been disappointed
- know how to work out the steps to take to achieve a goal and do this successfully as part of a group
- identify the contributions made by myself and others to the group's achievement

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<p style="text-align: center;"><b>Physical Education</b></p> <p><b><u>Orienteering</u></b></p> <ul style="list-style-type: none"> <li>- working collaboratively to navigate a route</li> <li>- recall and record simple information to complete tasks</li> <li>- locate orienteering control points using a map</li> <li>- use map orienteering skills to work cooperatively</li> </ul> <p><b><u>Gymnastics</u></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>- create a range of different sequences using a variety of Movements</li> </ul>	<p style="text-align: center;"><b>Art</b></p> <p><b><u>Paintings</u></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>- 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> </ul> <p style="text-align: center;"><b>Design</b></p> <p><b><u>Textiles</u></b></p> <ul style="list-style-type: none"> <li>- use research and criteria to develop a product</li> <li>- use annotated sketches and prototypes</li> <li>- evaluate and improve own designs</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>- identify how sounds are made, associating some of them with something vibrating</li> <li>- recognise that vibrations from a sound travel through a medium to the ear</li> <li>- find patterns between the pitch of a sound and features of the object that produced it</li> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases</li> </ul>
<p style="text-align: center;"><b>Computing</b></p> <p><b><u>Spreadsheets</u></b></p> <ul style="list-style-type: none"> <li>- format cells as currency, percentage, decimal to different decimal places or fraction</li> <li>- use the formula wizard to calculate averages</li> <li>- combine tools to make spreadsheet activities such as Timed times tables tests</li> <li>- use a spreadsheet to model a real-life situation</li> <li>- add a formula to a cell to automatically make a calculation In that cell</li> </ul> <p><b><u>Writing for Different Audiences</u></b></p> <ul style="list-style-type: none"> <li>- explore how font size and style can affect the impact of a text</li> <li>- use a simulated scenario to produce a news report</li> <li>- use a simulated scenario to write for a community campaign</li> </ul>	<p style="text-align: center;"><b>RE</b> (Terms 3 and 4)</p> <p><b><u>Why are festivals important to religious communities?</u></b></p> <ul style="list-style-type: none"> <li>- know what is worth celebrating</li> <li>- know what Christians celebrate at Easter</li> <li>- understand what the meaning was of Jesus' last meal with his friends</li> <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>Enrichment Activities</b></p> <ul style="list-style-type: none"> <li>- Family Assembly</li> <li>- NSPCC Number Day</li> <li>- Open afternoon</li> <li>- Art exhibition</li> <li>- Shrove Tuesday</li> <li>- Local art walk to St Margaret's Bay</li> </ul>