

# St Margaret's at Cliffe Curriculum Overview for Year 4 Term 2 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

- Apply knowledge of root words, prefixes and suffixes.
- Read further exception words, noting the unusual correspondences between spelling and sound.

### Grammar

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials.

### Writing

- Use prefixes and suffixes in spelling.
- Use dictionary to confirm spellings.
- Write dictated sentences.
- Use handwriting joins appropriately.
- Rehearse sentences orally for writing.
- Use varied rich vocabulary.
- Evaluate own and other's writing.

## Mathematics

### Multiplication & Division

- Know all tables to 12x12.
- Recall multiplication and division facts for 6, 7 and 9 times tables.
- Use formal written methods to write and calculate mathematical statements for multiplication and division.
- Recognise and use factor pairs for numbers to 30 and commutativity in mental calculations.

### Geometry

- Recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn.
- Compare and classify triangles (for example, right angled, equilateral, isosceles and scalene) using geometric properties.
- Identify lines of symmetry in 2D shapes in different orientations.
- Identify pairs of perpendicular and parallel lines.

### Position & Direction

- Draw a pair of axis in one quadrant with equal scales and integer labels.
- Read, write and use pairs of co-ordinates (e.g. 2.5) in the first quadrant.
- Beginning to describe movements between positions as translations of a given unit to the left/right and up/down.

### Measure

- Convert hours to minutes.
- Read and write the time on 12 and 24-hour digital clocks.
- Convert time between analogue and digital 12-hour clocks.
- Solve one-step conversion problems in context, deciding which operations to use and why.

### Statistics

- Interpret and present data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms and tables.

<p><b>Music</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>-Sing in unison, maintaining the correct pitch and using increasing expression</li> <li>-To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics</li> <li>-Show confidence in leading a group.</li> <li>-Follow instructions from symbols when singing or playing.</li> <li>-Play tuned instrument with limited range of notes.</li> <li>-Begin to sing in two-part harmony. (ie Spring concert)</li> <li>-Show control when singing through breathing, articulation and dynamics.</li> <li>-Think about others while performing.</li> </ul>	<p><b>French</b></p> <p><b>On the move</b></p> <ul style="list-style-type: none"> <li>-Understand and respond to spoken and written language.</li> <li>-Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</li> </ul>	<p><b>History</b></p> <p><b>What happened when the Romans came?</b></p> <ul style="list-style-type: none"> <li>-Explain the spread of the Roman Empire and recall key facts.</li> <li>-Understand why the Romans built new roads in Britain.</li> <li>-Understand how the Roman Empire affected people and how they reacted to changes.</li> <li>-Describe who Emperor Hadrian was and say when, how and why he built a wall.</li> <li>-Understand what the religious beliefs the Romans had.</li> <li>-Explain what the Roman baths were and know about the different amenities they contained.</li> </ul>	<p><b>PSHE</b></p> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>-I understand that, sometimes, we make assumptions based on what people look like.</li> <li>-I understand what influences me to make assumptions based on how people look.</li> <li>-I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</li> <li>-I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</li> <li>-I can identify what is special about me and value the ways in which I am unique.</li> <li>-I can tell you a time when my first impression of someone changed when I got to know them.</li> </ul>
<p><b>RE</b></p> <p><b>What does it mean to be a Hindu in Britain Today?</b></p> <ul style="list-style-type: none"> <li>-Locate where Hinduism was founded.</li> <li>-Explain the main beliefs that Hindus share.</li> <li>-Know that Hindus have more than one holy book.</li> <li>-Explain what the main Hindu symbols mean or represent.</li> <li>-Discover what is it like to be a Hindu in Britain today?</li> </ul>	<p><b>Computing</b></p> <p><b>Developing images using a repeated pattern.</b></p> <ul style="list-style-type: none"> <li>-Use a selection of images to create a repeating pattern.</li> <li>-Use an appropriate search engine to research into different Roman images.</li> <li>-Use a range of programs to create different forms of repeating patterns.</li> <li>-Design and create a variety of patterns including more than three images/objects/items.</li> <li>-Evaluate and amend my work to up-level or enhance it.</li> </ul>	<p><b>Design and Technology</b></p> <p><b>Textiles- Roman Drawstring Purse</b></p> <ul style="list-style-type: none"> <li>-Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</li> <li>-To use research &amp; criteria to develop product.</li> <li>-To use annotated sketches and prototypes.</li> <li>-To evaluate and improve own designs</li> </ul>	<p><b>Physical Education</b></p> <p><b>Hockey/Netball</b></p> <ul style="list-style-type: none"> <li>-Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>-Develop flexibility, strength, technique, control and balance.</li> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>-To create sketch books to record their observations and use them to review and revisit ideas</li> <li>-To improve their mastery of art and design techniques, including drawing, painting and collage work with a range of materials [for example, pencil, charcoal, paint, paper, card]</li> <li>-Learn about Roman mosaics</li> <li>-Design and create a Roman mosaic</li> </ul>		<p><b>Science</b></p> <p><b>States of Matter</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, and measure or research the temperature at which this 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>	