

St Margaret's at Cliffe Curriculum Overview for Year 4 Term 3 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

- 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

Number & Place Value

- Using a variety of representations, including measures, I am fluent in comparing and ordering numbers beyond 1000.
- I can round any number to the nearest 10 and 100
- I can read many Roman numerals to 100 (I to C).
- I can recognise the place value of each digit in a four digit number.
- I can count in multiples of 6 and 7 sometimes counting on to find the next number fluently.

Addition & Subtraction

- I am beginning to add numbers with 4 digits using formal written methods of columnar addition and subtraction and mentally where more efficient.
- I am beginning to estimate and use inverse operations to check answers to a calculation involving 4 digit numbers,
- I can add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate without regrouping.
- I can use inverse operations to check answers to a calculation.

Measures - Money

- I can calculate money in £ and p
- I am beginning to estimate and compare money in £ and p.

Measures - Weight

- I can convert between units of length, capacity and mass (g, kg), using multiplication to convert from larger to smaller unit given the ratio to convert with.
e.g. 1Km = 1000m 1Kg = 1000g 1L=1000ml 1m = 1000mm 1m = 100cm £1 = 100p 1cm = 10mm

Fractions

- I am beginning to extend the use of number line to connect fractions, numbers and measures.
- I am beginning to recognise and write decimal equivalents, e.g. to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ using a number line to zoom in.
- I can find the effect of dividing a one- or two-digit number by 10, identifying the value of the digits in the answer as ones and tenths.
- I can count forwards and backwards in tenths expressed as decimals
- I am beginning to use factors and multiples to find families of common equivalent fractions using concrete representations and pictorial representations.
- I can compare numbers with the same number of decimal places up to one decimal place.

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