

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

- Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read.
- Compare the key themes across different books.
- Confidently talk about the effects of different words and phrases to create different images an atmosphere (powerful verbs, descriptive adjectives and adverbs).
- 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.

### Punctuation

- Punctuate speech accurately in my writing.
- Use commas after fronted adverbials.
- Use a comma to mark a pause in a complex sentence.
- Indicate possession by using the possessive apostrophe with plural nouns.

## Mathematics

### Fractions & Decimals

- Recognise, find and write fractions of a discrete set of objects and numbers.
- Beginning to compare and order unit fractions on a number line.
- Add and subtract fractions with the same denominator.
- Count forwards and backwards in tenths expressed as decimals.
- Compare numbers with the same number of decimal places up to two decimal places.

### Shape

- Identify acute and obtuse angles in 2D shapes.
- Identify lines of symmetry in 2D shapes in different orientations.
- Draw symmetric pattern using a variety of media.
- Compare and classify triangles using geometric properties.

### Position & Direction

- Read, write and use pairs of co-ordinates in the first quadrant.
- Beginning to describe movements between positions as translations of a given unit to the left/right and up/down.

### Multiplication & Division

- Recall multiplication & division facts for the 6, 7 and 9 times tables.
- Multiply three numbers together.
- Use formal written methods of short multiplication & division with exact answers.
- Recognise and use factor pairs for numbers up to 20 & 30 and commutativity in mental calculations.

### Problem Solving

- Solve problems involving increasingly harder fractions to calculate quantities, and fraction to divide quantities, including non-unit fractions where the answer is a whole number.
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

<p><b>Music</b></p> <p><b>History of Music</b></p> <ul style="list-style-type: none"> <li>- Understand the earliest known forms of musical expressions and instrumentation.</li> <li>- Develop an understanding of music played and listened to during the Medieval period as well as the instruments used.</li> <li>- Learn to sing a medieval chant/Gregorian chant/compose a medieval sounding piece of music.</li> <li>- Develop an understanding of the music played and listened to during the Renaissance and Baroque periods.</li> <li>- Understand how instruments have evolved.</li> </ul>	<p><b>French</b></p> <p><b>Where in the World?</b></p> <ul style="list-style-type: none"> <li>- Listen to and respond to topic vocabulary.</li> <li>- Answer questions orally using topic vocabulary.</li> <li>- Write an answer in a sentence using topic vocabulary.</li> <li>- Use an English/French dictionary to translate from English to French.</li> </ul>	<p><b>Geography</b></p> <p><b>Compare Canterbury &amp; Rome</b></p> <ul style="list-style-type: none"> <li>- Locate cities around the world.</li> <li>- Compare the size and land use of two cities.</li> <li>- Look at how maps are constructed.</li> <li>- Compare human and physical features of two cities.</li> </ul>	<p><b>PSHE</b></p> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Identify the feelings I have about my friends and my different friendship groups.</li> <li>- Be aware of how different people and groups influence me and can recognise the people I most want to be friends with.</li> <li>- Recognise negative feelings in peer pressure situations.</li> <li>- Identify feelings of anxiety and fear associated with peer pressure.</li> <li>- Tap into my inner strength and know how to be assertive.</li> </ul>
<p><b>RE</b></p> <p><b>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>Science</b></p> <p><b>All Living Things</b></p> <ul style="list-style-type: none"> <li>- Sort living things into groups.</li> <li>- Generate questions about animals.</li> <li>- See similarities and differences between vertebrates.</li> <li>- Identify vertebrate groups.</li> <li>- Identify the characteristics of living things.</li> <li>- Suggest how to have a positive effect on the local environment.</li> <li>- Record observations on a map.</li> <li>- Name some endangered species.</li> </ul>		<p><b>Physical Education</b></p> <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- Evade and tag opponents.</li> <li>- Evade opponents while keeping control of the rugby ball.</li> <li>- Pass the ball accurately and receive the ball safely.</li> <li>- Pass the ball accurately and receive the ball safely on the move.</li> <li>- Pass the ball accurately and receive the ball safely in a game situation.</li> <li>- Apply learned skills in a game of tag rugby</li> </ul>
<p><b>Art and Design</b></p> <p><b>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 monochromic 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>Computing</b></p> <p><b>Collecting &amp; Presenting Information</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>	