

# St Margaret's at Cliffe Curriculum Overview for Year 4 Term 1 2021 - 2022

## 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 ideas.

### Reading

- 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.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.

### Writing

- 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

### Number

- To recognise the place value of each digit within a 4-digit number.
- To round numbers to nearest 1000.
- To read roman numerals to 50.

### Addition & subtraction

- To add and subtract numbers with up to 4 digits (column addition and subtraction).
- To estimate and use inverse operations to check answers.
- To solve addition and subtraction problems in contexts, deciding which operations and methods to use and why.

### Multiplication & Division

- I can recall multiplication and division facts for the 2, 3, 4, 5, 8 and 10 x tables with fluency.
- To recall the 6 and 9 times table up to x5.
- To multiply mentally by 0, 1, and divide any number by 1.
- To recognise and use factor pairs for numbers to 20 and commutativity in mental calculations.
- To multiply two digit-digit and three-digit numbers by a one-digit number using formal written layout supported by diagrams (e.g. a grid representation)

### Measure

- Estimate and calculate measures (length).
- To estimate, compare and calculate different measures, including money in pounds and pence.
- To convert between different units of measure (length).

## Music

- Use voice and instruments with increasing accuracy, control and expression
- Improvise and compose
- Appreciate a wide range of live and recorded music

## History

**Not taught this term.**

## PSHE

### **Being Me In My World**

- I know my attitudes and actions make a difference to the class team.
- I understand who is in my school community, the roles they play and how I fit in.
- I understand how democracy works through the school community.
- I understand that my actions affect others and myself.
- I understand how groups come together to make decisions.

<p><b>RE</b></p> <p><b>What can we learn from religions about deciding what is right and wrong?</b></p> <ul style="list-style-type: none"> <li>– Understand the golden rule of different religions.</li> <li>– Explore the importance of the Ten Commandments.</li> <li>– Know what Christians believe to be a good life.</li> <li>– Explore right and wrong without God’s help.</li> <li>– Learn about temptation through religious stories.</li> <li>– Investigate how religious teaching affect someone’s actions.</li> </ul>	<p><b>French</b></p> <p><b>All About Town</b></p> <ul style="list-style-type: none"> <li>– To explain where we live.</li> <li>– To listen carefully to repeat and respond to key words and phrases.</li> <li>– To use familiar sounds and spelling to help me recognise and learn new language.</li> <li>– To apply my knowledge to help me predict, say and spell new language.</li> <li>– To select and present information to other people</li> <li>– To use a bilingual dictionary to develop new vocabulary.</li> </ul>	<p><b>Physical Education</b></p> <p><b>Invasion Games – Football/Rugby</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 sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>– Learn about great artists, architects and designers in history.</li> <li>– To learn about Anglo Saxon art in Britain.</li> </ul>	<p><b>Science</b></p> <p><b>Sounds</b></p> <ul style="list-style-type: none"> <li>– Recognising that we hear sounds when our ear drum vibrates and these messages are sent to the brain</li> <li>– Predicting the loudness and /or pitch of a sound due to a change in the vibrations</li> <li>– Recognising that in order for a sound to be heard there must be material for the vibrations to pass through. They might also explain that sound vibrations travel differently through different materials</li> <li>– Explaining echoes in terms of vibrations bouncing off surfaces</li> </ul>	<p><b>Geography</b></p> <p><b>Volcanos, Mountains and Earthquakes.</b></p> <ul style="list-style-type: none"> <li>– Locational knowledge (name and locate the world’s mountains, volcanoes and earthquakes, concentrating on their key human and physical characteristics).</li> <li>– Place knowledge (understanding geographical similarities and differences between the UK, Europe and North and South America).</li> <li>– Physical geography (describe and understand key aspects of mountains volcanoes and earthquakes).</li> <li>– Human geography (describe and understand key aspects of types of settlement and land use).</li> <li>– Geographical skills and fieldwork (use maps and digital/computer mapping to locate countries and describe features studied).</li> </ul>