

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

- Count in fractions.
- Add fractions.
- Subtract fractions.
- Fractions of a set of objects.
- Calculate fractions of a quantity.
- Tenths and hundredths.
- Tenths as decimals.
- Tenths on a place value grid.
- Tenths on a number line.
- Divide 1-digit by 10.
- Divide 2-digit by 10.
- Hundredths as decimals.
- Hundredths on a place value grid.
- Divide 1 or 2-digits by 100.

<p><b>Music</b> <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> <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> <b>Compare Canterbury &amp; Dover</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> <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>Computing</b> <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>	<p><b>Design and Technology</b> <b>Cooking &amp; Nutrition – Pizza Art</b></p> <ul style="list-style-type: none"> <li>-Analyse and use accurate vocabulary to describe a preference about taste, smell, texture and the look of food.</li> <li>-Use a range of labelled diagrams and flow charts within an action plan to explain how their product will be made.</li> <li>-Understand the use of different ingredients to create a single product.</li> <li>-Use a range of recipes to influence their choice of ingredients based on taste, smell, texture and the look of the food.</li> <li>-Work safely and hygienically to prepare ingredients by cutting and shaping using the appropriate tools as well as cooking with a heat source.</li> <li>-Analyse the effectiveness of their method and techniques used to create their product from their plan.</li> </ul>	<p><b>Physical Education</b> <b>Cricket/Dance</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>-To repeat and link combinations of actions.</li> <li>-To use their bodies and a variety of equipment with greater control and co-ordination.</li> <li>-To choose skills and equipment to help them meet the challenges they are set.</li> <li>-To repeat tasks with increasing control and co-ordination.</li> <li>-To use techniques learnt to improve the quality and control of their work.</li> <li>- Compose motifs and plan dances creatively and collaboratively in groups.</li> <li>- Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use.</li> <li>- Perform different styles of dance clearly and fluently.</li> <li>- Organise their own warm-up and cool-down exercises.</li> <li>- Show an understanding of safe exercising.</li> <li>- Recognise and comment on dances, showing an understanding of style.</li> <li>- Suggest ways to improve their own and other people's work.</li> </ul>	

## **Art and Design**

### **Painting**

- Practise different techniques of adding colour to an image.
- Learn the relationship between primary, secondary and tertiary colours.
- Create monochromatic 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.

## **Science**

### **All Living Things**

- Sort living things into groups.
- Generate questions about animals.
- See similarities and differences between vertebrates.
- Identify vertebrates groups.
- Identify the characteristics of living things.
- Suggest how to have a positive effect on the local environment.
- Record observations on a map.
- Name some endangered species.