

# St Margaret's at Cliffe Curriculum Overview for Year 4 Term 5 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

### Decimals

- Bonds to make 10 and 100
- Make a whole
- Write decimals
- Compare decimals
- Order decimals
- Round decimals
- Halves and quarters

### Measurement – Money

- Pounds and pence
- Ordering money
- Estimating money
- Convert pounds and pence
- Add money
- Subtract money
- Find change
- Four operations

### Measurement – Time

- Telling the time to 5 minutes
- Telling the time to the minute
- Using a.m. and p.m.
- 24-hour clock
- Hours, minutes and seconds
- Year, months, weeks and days
- Analogue to digital – 12 hour
- Analogue to digital – 24 hour

### Statistics

- Interpret charts
- Comparison, sum and difference
- Introducing line graphs
- Lines graphs

<p><b>Music</b></p> <p><b>Recorders</b></p> <ul style="list-style-type: none"> <li>- To play the notes B, A and G within a simple tune.</li> <li>- To play the note E within a simple tune.</li> <li>- To play along with a simple recorder tune.</li> <li>- Create my own tune using known notes I can play.</li> <li>- Learn where recorders came from and how they are used around the world.</li> <li>- Develop a simple piece of sheet music.</li> </ul>	<p><b>French</b></p> <p><b>What's the Time?</b></p> <ul style="list-style-type: none"> <li>- Say and write a sentence to tell the time (O'clock, half past, quarter past and quarter to).</li> <li>- Count in fives to at least 30.</li> <li>- Understand and use the terms <b>avant</b> and <b>après</b>.</li> <li>- Answer questions about a TV schedule.</li> <li>- Devise questions about a TV schedule.</li> </ul>	<p><b>History</b></p> <p><b>Vikings &amp; Anglo-Saxons</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>- Explain when and where the Vikings came from and why they raided Britain.</li> <li>- Compare the significance of Anglo-Saxon kings during the Viking period.</li> <li>- Explain who King Edward II was and say when and why Danegeld was introduced.</li> <li>- Identify and explain key aspects of Viking life.</li> <li>- Explain how the legal system worked in Anglo-Saxon and Viking Britain.</li> <li>- Explain how the last Anglo-Saxon kings shaped Britain.</li> </ul>	<p><b>PSHE</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Recognise situations, which can cause jealousy in relationships.</li> <li>- Identify someone I love and express why they are special to me.</li> <li>- Tell you about someone I know that I no longer see.</li> <li>- Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</li> <li>- Understand what having a boyfriend/girlfriend might mean and that it is a special relationship when I am older.</li> <li>- Know how to show love and appreciation to the people and animals who are special to me.</li> </ul>
<p><b>RE</b></p> <p><b>Why is Jesus inspiring to some people?</b></p> <ul style="list-style-type: none"> <li>- Make connections between some of Jesus' teachings and the way Christians live today.</li> <li>- Describe how Christians celebrate Holy Week and Easter Sunday.</li> <li>- Identify the most important parts of Easter for Christians and say why they are important.</li> <li>- Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</li> </ul>	<p><b>Computing</b></p> <p><b>Databases</b></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> <li>- To use technology safely, respectfully, responsibly and recognise acceptable/unacceptable behaviour.</li> <li>- To design databases that compliment classwork.</li> <li>- To enter measurements in specific fields within databases.</li> <li>- To interpret selection of databases.</li> </ul>	<p><b>Physical Education</b></p> <p><b>Athletics</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>- To use running, jumping, throwing and catching in isolation and in combination.</li> <li>- To develop, technique, control and balance.</li> </ul> <p><b>Tennis</b></p> <p>Children will be taught:</p> <ul style="list-style-type: none"> <li>- Keep up a continuous game</li> <li>- Using a range of throwing and catching skills and techniques</li> <li>- Use a small range of basic racket skills</li> <li>- Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent</li> <li>- Choose and use a range of simple tactics for defending their own court</li> <li>- Adapt and refine rules; make up their own net games</li> <li>- Understand the point of the game</li> <li>- Keep rules effectively and fairly</li> <li>- Recognise how net games make the body work</li> <li>- Talk about what they do well and recognise things they could do better</li> </ul>	

## Design and Technology

### Cooking & Nutrition – Pizza Art

- Analyse and use accurate vocabulary to describe a preference about taste, smell, texture and the look of food.
- Use a range of labelled diagrams and flow charts within an action plan to explain how their product will be made.
- Understand the use of different ingredients to create a single product.
- Use a range of recipes to influence their choice of ingredients based on taste, smell, texture and the look of the food.
- Work safely and hygienically to prepare ingredients by cutting and shaping using the appropriate tools as well as cooking with a heat source.
- Analyse the effectiveness of their method and techniques used to create their product from their plan.

## Science

### Animals including Humans

- Identify different types of teeth in humans and their functions.
- Describe the simple functions of the basic part of the digestive system in humans.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Set up a simple fair test.
- Record findings using labelled diagrams.
- Use written explanations to report on findings from an enquiry.
- Set up a comparative test.