

St Margaret's at Cliffe Curriculum Overview for Year 4 Term 3 2022 - 2023

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
- read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear

Grammar

- understand the basic rules for singular and plural nouns
- develop my use of specific nouns and powerful verbs
- apply rules when using an apostrophe for possession
- propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns
- explain what the present perfect form of verbs means
- express time, place and cause using conjunctions (when, before, after)
- identify the main clauses in sentences I have written
- understand and identify fronted adverbials
- use a range of nouns or pronouns
- use inverted commas to punctuate direct speech
- begin to use a dictionary to check the meaning of new words
- become familiar with using a thesaurus to expand vocabulary

Writing

- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters
- talk about a genre of writing identifying its structure, vocabulary and grammar
- discuss and record my ideas
- compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures
- organise my writing in paragraphs around a theme
- use the features of non-narrative material
- create settings, characters and plot in narrative writing
- write in a variety of genre; including poetry, narrative, persuasive and writing to inform
- proof read my work to check for spelling, grammar and punctuation errors
- assess the effectiveness of my own and others writing
- evaluate what I have written with the teacher or another pupil

Mathematics

Multiplication and Division

- multiples of 3
- multiply and divide by 6
- 6 times table and division facts
- multiply and divide by 9
- 9 times table and division facts
- 3, 6, and 9 times table
- multiply and divide by 7
- 7 times table and division facts
- 11 times table and division facts
- 12 times table and division facts
- multiply by 1 and 0
- divide a number by 1 and itself
- multiply three numbers
- 11 and 12 times table
- factor pairs
- using factor pairs
- multiply and divide by 10 and 100
- related facts multiplication and division
- informal written methods for multiplication
- multiply a 2 digit number by a 1 digit number
- multiply a 3 digit number by a 1 digit number
- divide a 2 digit number by a 1 digit number
- divide a 3 digit number by a 1 digit number
- correspondence problems
- efficient multiplication

Measure – length and perimeter

- measure in kilometres and metres
- equivalent lengths (km and m)
- perimeter on a grid
- perimeter of a rectangle
- perimeter of rectilinear shapes
- find missing lengths in rectilinear shapes
- calculate the perimeter of rectilinear shapes
- perimeter of regular polygons
- perimeter of polygons

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<p style="text-align: center;">Music</p> <p><u>Recorders</u></p> <ul style="list-style-type: none"> - play the notes B, A and G within a simple tune - play the note E within a simple tune - 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 style="text-align: center;">History</p> <p><u>Raiders and Traders</u></p> <p>Reasons for invasions of Britain</p> <ul style="list-style-type: none"> - how the seven Anglo-Saxon Kingdoms worked in Britain - how life was in a typical Anglo-Saxon village - important Anglo-Saxon artefacts and their significance - religious beliefs and practices of the early Anglo-Saxon people 	<p style="text-align: center;">PSHE</p> <p><u>Dreams and Goals</u></p> <p>Talk about our hopes and dreams</p> <ul style="list-style-type: none"> - know that sometimes hopes and dreams do not come true and this can hurt - know that reflecting on positive and happy experiences can help counteract disappointment - know how to make a new plan and set new goals, even if I have been disappointed - know how to work out the steps to take to achieve a goal and do this successfully as part of a group - identify the contributions made by myself and others to the group's achievement
<p style="text-align: center;">RE</p> <p><u>Why are festivals important to religious communities?</u></p> <ul style="list-style-type: none"> - know what is worth celebrating - know what Christians celebrate at Easter - understand what the meaning was of Jesus' last meal with his friends - understand what the crucifying of Jesus means to Christians - think about what Christians believe happened on Easter Sunday morning - know why Divali is significant to Hindus - describe why Muslims celebrate at the end of Ramadan - give reasons why Jewish people celebrate Pesach every year - consider what we can learn from celebrations and festivals 	<p style="text-align: center;">Design and Technology</p> <p><u>Textiles</u></p> <p>Roman Drawstring Purse (continued)</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 - use research and criteria to develop a product - use annotated sketches and prototypes - evaluate and improve own designs <p><u>Food Technology</u></p> <p>Cooking & Nutrition – Pizza Art</p> <ul style="list-style-type: none"> - 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 our 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 methods and techniques used to create a product from a plan 	<p style="text-align: center;">Physical Education</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> - repeat and link combinations of actions - use their bodies and a variety of equipment with greater control and co-ordination - choose skills and equipment to help them meet the challenges they are set - repeat tasks with increasing control and co-ordination - use techniques learnt to improve the quality and control of their work - recognise and describe how their bodies feel during different activities - express and communicate ideas and feelings <p><u>Gymnastics</u></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 - create a range of different sequences using a variety of movements

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Art and Design	Languages (French)	Science	Computing
<p><u>Paintings</u></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><u>Going Shopping</u></p> <ul style="list-style-type: none">- express an opinion about fruit in French- change the French word for 'the' to 'some'- use adjectives to describe nouns- ask and answer questions in sentences, both orally and written	<p><u>Sound</u></p> <ul style="list-style-type: none">- identify how sounds are made, associating some of them with something vibrating- recognise that vibrations from a sound travel through a medium to the ear- find patterns between the pitch of a sound and features of the object that produced it- find patterns between the volume of a sound and the strength of the vibrations that produced it- recognise that sounds get fainter as the distance from the sound source increases	<p><u>Scratch Programming</u></p> <ul style="list-style-type: none">- review coding vocabulary and knowledge- create a simple computer program- begin to understand selection in computer programming- understand how an IF/ELSE statement works- understand what a variable is in programming