St Margaret's at Cliffe Curriculum Overview for Year 4   Term 1   2023 - 2024

English	Mathematics
Speaking and Listening - discuss and record ideas for writing - read aloud, using the appropriate intonation and control to make the meaning clear - listen and respond appropriately to adults and peers - ask relevant questions to extend understanding and knowledge **Reading** - read an increasing number of exception words - apply knowledge of root words, prefixes and suffixes - listen to and discuss a range of non-fiction and reference books **Grammar** - use the main clause in a sentence and begin to identify the subordinate clause - use commas to mark a pause in a complex sentence **Writing** - spell words that are often misspelt - correctly spell homophones - use handwriting joins consistently - compose and rehearse sentences orally for writing using a varied and rich vocabulary - organise writing into paragraphs using the features of non-narrative - evaluate my own and others' writing, making suggestions for improvements	**Place Value** - represent and partition numbers to 1,000 - estimate and use number lines to 1,000 and 10,000 - count in thousands - represent and partition numbers to 10,000 - flexible partitioning of numbers to 10,000 - find 1, 10, 100, 1,000 more or less than a number - number line to 10,000 - estimate on a number line to 10,000 - compare and order numbers to 10,000 - recognise and use Roman numerals - round numbers to the nearest 10, 100, 1,000 **Addition and Subtraction** - add and subtract 1s, 10s, 100s and 1,000s - add up to two 4-digit numbers without and with exchanging - subtract up to two 4-digit numbers without and with exchanging - carry out efficient subtraction - estimate answers - use a variety of checking strategies

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Science

All Living Things
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things
- make decisions about the best way to group and classify things
- record findings using simple scientific language, drawings, labelled diagrams and keys

History

What happened when the Romans came?
- place events from the period studied on a timeline
- use terms related to the period and begin to date events
- begin to give reasons why there may be different accounts of history
- use evidence to identify ideas, beliefs, attitudes and experiences of people from the past
- understand differences between primary and secondary sources of evidence
- give reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes may have occurred
- use subject specific words and phrases such as decade, century, BC, AD, invader, settlement
- describe how some past events and people affect life today
- know the period in which Romans were set

PSHE

Being Me in my World
- know my attitudes and actions make a difference to the class team
- understand who is in my school community, the roles they play and how I fit in
- understand how democracy works through the school council
- understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
- understand how groups come together to make decisions
- understand how democracy and having a voice benefits the school community

RE

What can we learn from religions about deciding what is right and wrong?
- understand the golden rule of different religions
- explore the importance of the Ten Commandments
- know what Christians believe to be a good life
- explore right and wrong without God's help
- learn about temptation through religious stories
- investigate how religious teaching affect someone's actions

Computing

How we can use the internet safely and appropriately
- understand computer networks, including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concern about content and contact

Physical Education

Invasion Games – football / rugby
- pass, dribble and shoot with some control in games
- find ways of attacking successfully when using other skills
- use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score
- know the rules of the game
- understand that they need to defend as well as attack

Art and Design

- draw familiar things from different viewpoints
- use line, tone and shade to represent things seen
- embellish, using a variety of techniques, including drawing

Languages (French)

All Around Town
- name some of the major cities of France
- identify and say typical amenities to be found in French towns
- say and order multiples of ten
- ask and give a simple address in French
- locate the correct part of a bilingual dictionary to translate from French-English or vice versa

Music

Here Come the Romans
- sing in tune and in time
- understand what a musical motif is
- compose and notate a motif
- develop and transpose a musical motif
- combine and perform different versions of a musical motif