

Year 4 Curriculum Overview Spring Term 2 – Passport to Europe

English

Create sentences with fronted adverbials for 'where'.
Use apostrophes for singular and plural possession e.g. *the dog's bone* and *the dogs' bones*.
Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*; *I was* instead of *I were*; *I did* instead of *I done*.
Read and analyse narrative in order to plan and write own version.
Identify and discuss the purpose, audience, language and structures of narrative.
Discuss and record ideas for planning e.g. *story board*, *boxing-up text types to create a plan*.
Plan and write an opening paragraph which combines the introduction of a setting and character/s.
Generate and select from vocabulary banks e.g. *powerful adverbs*, *adverbial phrases*.

Mathematics

Mental multiplication and written division including 7x and 11x tables
Place value
Written multiplication and written division
2D Shape and position
Addition and subtraction (statistics)

Geography- FRANCE

Locate the world's countries, using maps to focus on Europe (including the location of Russia).
Identify the position of latitude, longitude, Equator, Northern Hemisphere.
Describe and understand key aspects of: **physical** geography, including: climate zones, vegetation belts, rivers, mountains.
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.

Physical Education

Dance

Choose appropriate actions to represent a character
Complete a short sequence in role of a character
Striking and Fielding
Explain and demonstrate appropriate fielding positions in relation to the batter.
Effect other with communication when organising fielders layout in relation to the batter.



MFL- French

Ma Famille- Level 2

- Describing who you live with and their name. - Exploring using quantities (and) and number. - Development of 'my' in both singular and plural use. - Talking about where you live (types of homes) - Describing what it is like inside your home. - Understanding differences between homes in other French speaking countries.



Science-SOUND

Children will learn:
-about how sounds are created, then explore the way sounds are produced by a variety of instruments or resonant objects.
-about how sounds travel through different materials. They will give reasons why they think some materials will transmit sound better/ worse than others, then investigate.
- explore ways in which sounds change as you move further away from its source. They will suggest reasons for their findings.
- about why it is sometimes necessary to prevent sounds from travelling, then investigate the soundproofing effectiveness of a range of materials.
- about pitch and volume, then investigate ways in which they may be altered by a variety of instruments or resonant objects.



Design and Technology- TAUGHT AS A WEEK BLOCK AT THE END OF THE HALF TERM.

Seasonal Foods- The children will learn:
-Children will learn why certain British foods are seasonal, and consider some pros and cons of foods from other parts of the world being available all year round. They may then either cook, or learn more about the process of wheat production.
-how and when a variety of fruits are produced in Britain, including how farming methods are used to slow down or speed up the ripening process. They may then either cook, or visit a pick your own fruit farm.
- about a variety of vegetables grown in Britain, when they are in season, and why they are important in a healthy diet. They may then either cook, or create a seasonal food collage.

Music-

Wider Opportunities-

Taught by a Specialist Music Teacher from Bolton Music Service. All children will learn to play the Clarinet.

Computing

Use a variety of devices and software to select, playback and record voice and other sounds.
Locate and use sound files from online sources, e.g. Audio Networks, and other multimedia resources
Select, import and edit existing sound files in sound editing software, e.g. Audacity.
Use recorded sound files in other
Use music software to experiment with capturing, repeating and sequencing sound patterns.

Religious Education-

L2.10 How do festivals and family life show what matters to Jewish people?

Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
• Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
• Offer informed suggestions about the meaning of the Exodus story for Jews today