

Year 4 Curriculum Overview Summer Term 1 – Water, Water Everywhere

English The Egyptian Cinderella / The Story of Tutankhamun

Listen to, read and discuss a range of fiction and non-fiction texts. Analyse and evaluate texts looking at language, structure and presentation.

Retell a range of stories.

Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes*. Explain the meaning of key vocabulary within the context of the text. Make predictions based on information stated and implied.

Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth*. Create sentences with fronted adverbials for where e.g. *In the distance, a lone wolf howled*.

Use commas to mark clauses in complex sentences.

Read and analyse narrative, in order to plan and write their own.

Mathematics

Counting and sequences (statistics)

Fractions and decimals (measures)

Fractions and written division

Measures volume/capacity and mass

Order temperatures including those below 0°C.

Estimate, compare and calculate different measures.

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.

Geography- Water, Water Everywhere

Describe and understand key aspects of:

physical geography, including rivers and the water cycle.

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 (*focusing on those aspects relating to rivers*).

Use a wider range of maps (including digital), atlases and globes to locate features studied.

Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.

Use maps at more than one scale.

Recognise patterns on maps and begin to explain what they show.

Use the index and contents page of atlases.

Label maps with titles to show their purpose.

Physical Education

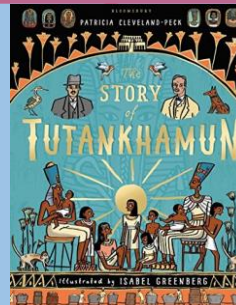
Athletics- the children will improve their skills in the following:
Sprinting, relay, shot put, long jump and Mini Olympics.

Orienteering- children will learn and understand a variety of symbols extracted from an orienteering map.



MFL- French Les Animaux

- Expressing what pets you have and do not have. - Using quantity for having more than one pet. - Describing pets using adjectives (masculine colours) - Extending description with personality traits of pets (masculine) - Developing accuracy in word order of different adjectives. - Exploring differences in animal sounds.



Science: Material properties and changes.

Compare and group materials together, according to whether they are solids, liquids or gases. Solids, liquids and gases can be identified by their observable properties.

Solids have a fixed size and shape (the size and shape can be changed but it remains the same after the action).

Liquids can pour and take the shape of the container in which they are put.

Liquids form a pool not a pile.

Solids in the form of powders can pour as if they were liquids but make a pile not a pool.

Gases fill the container in which they are put.

Gases escape from an unsealed container.

Gases can be made smaller by squeezing/pressure.

Liquids and gases can flow.

Art & Design PLANT ART

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Question and make thoughtful observations about starting points and select ideas to use in their work. Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.

Music-

Wider Opportunities-

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

History- Ancient Civilisations- EGYPT

Show their increasing knowledge and understanding of the past by:
Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).

Making some links between and across periods, such as the differences between clothes, food, buildings or medicine.

Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

Be able to describe some of the main events, people and periods they have studied by:

Understanding some significant aspects of history including the nature civilisations (e.g. how and why the River Nile was important to the Ancient Egyptians).

Computing

Use a range of child friendly search engines to locate different media, e.g. text, images, sounds or videos.

Evaluate different search engines and explain their choices in using these for different purposes.

Develop key questions and key words to search for specific information to answer a problem, e.g. a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'.

Consider the effectiveness of key questions on search results and refine where necessary.

Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books.

Religious Education:

Unit L2.4 What kind of world did Jesus want?

- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'
- Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian