

Year 4 Curriculum Overview Summer Term 2 – Hunted

English

Use prefixes to understand meanings e.g. *sub-*, *inter-*, *anti-*, *auto-*.
Listen to, read and discuss a range of fiction in different forms.
Analyse and evaluate texts looking at language, structure and presentation.
Analyse and compare a range of plot structures.
Retell a range of stories, including less familiar fairy stories, myths and legends.
Identify, analyse and discuss themes e.g. *safe and dangerous*, *just and unjust*, *origins of the earth, its people and animals*.
Identify and discuss the purpose, audience, language and structures of narrative for writing.
Discuss and record ideas for planning.
Develop settings and characterisation using vocabulary to create emphasis and humour.
Plan and write an opening paragraph which combines the introduction of a setting and character(s).
Link ideas within paragraphs e.g. *fronted adverbials* for *when* and *where*.
Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.



Physical Education

Send and Receive

Receive from a variety of heights, speeds, distances and angles.
Maintain control when dribbling with the ball.
Find space to pass and receive away from defending children.
Pass in different directions to maintain possession.

Competitive

Apply simple skills when attacking 1v1.
Shoot with accuracy with the correct part of the foot.

Mathematics

Number

Count backwards through zero to include negative numbers.
Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps.
Solve number and practical problems.
Solve problems involving multiplying, including integer scaling problems.

Measurement

Estimate, compare and calculate different measures.
Order temperatures including those below 0°C.
Know area is a measure of surface within a given boundary.

Statistics

Use a variety of sorting diagrams to compare and classify *numbers and geometric shapes based on their properties and sizes*.
Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.
Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



MFL- French Les Animaux- Level 2

- 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.

Design and Technology:

Investigate similar products to the one to be made to give starting points for a design.
Draw/sketch products to help analyse and understand how products are made.
Research needs of user.
Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.
Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).
Follow instructions/recipes.
Develop more than one design or adaptation of an initial design.
Plan a sequence of actions to make a product.
Record the plan by drawing using annotated sketches.
Use prototypes to develop and share ideas.

Computing

In this unit the children are going to design and write programs to classify animals or plants. The activity provides the children with another chance to use selection in their programs. They will also find out about the process of abstraction and how it is used.

Science: Living Things and their habitats.

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 their local and wider environment.
Construct and interpret a variety of food chains, identifying producers, predators and prey.
Recognise that environments can change and that this can sometimes pose dangers to living things.
Use and make identification keys for plants and animals.

Music-

Wider Opportunities-

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

Religious Education-

L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
• 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

