

Curriculum Overview for Year 4 – Term 1 and 2 2023

<p>Reading Term 1</p> <p>Texts:</p> <ul style="list-style-type: none"> • Poles Apart • The Frozen sea • Sophie goes South • The Ice Bear <p>Skills:</p> <ul style="list-style-type: none"> • Read with speed and accuracy • Read without decoding known words • be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation • developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently 	<p>English</p> <p>Writing Term 1</p> <p>Genres:</p> <ul style="list-style-type: none"> • Poems • Diary • Non chronological reports • Narrative retell <p>Skills:</p> <ul style="list-style-type: none"> • compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of nonnarrative material. - I can create settings, characters and plot in narrative writing. 	<p>Spelling and Grammar</p> <p>Term 1</p> <ul style="list-style-type: none"> • Homophones • Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' • Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' • Spelling Rules: The prefix 'sub-' which means under or below. • Spelling Rules: The prefix 'inter-' means between, amongst or during. 	<p>Art & Design Term 1</p> <p>1</p> <p>Sculpture</p> <p>Nele Azavedo</p> <ul style="list-style-type: none"> • Layering of media, mixing of drawing media, e.g. Wax resist with coloured inks • Combine artforms such as collage, painting and printmaking in mixed media projects • Work with a modelling material (clay or plasticine) to create quick 3d figurative sketches from life or imagination. Combine with developing visual literacy skills so that the 3d sketches explore how we read and communicate emotion and idea • Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually 	<p>Computing Term 1</p> <p>The internet</p> <ul style="list-style-type: none"> • Apply knowledge and understanding of networks • Evaluate online content to decide how honest and reliable it is.
<p>Mathematics Term 1</p> <p>Place value</p> <ul style="list-style-type: none"> • Representing and positioning numbers to 10,000 • Estimate, compare and order numbers to 10,000 • Roman numerals • Rounding numbers 		<p>DT Term 1</p> <ul style="list-style-type: none"> • Practise making an igloo from blocks • Practise joining ice cubes by placing the cubes into cold water before joining • Create an igloo from ice cubes 	<p>Spanish Term 1</p> <ul style="list-style-type: none"> • ask and answer several questions about myself. • recall numbers 1 to 10 and some classroom instructions. • say and read numbers 0 to 20. • remember days and months. • say and write the names of rooms in my school. • say and write nouns for classroom items. <p>Geography</p> <ul style="list-style-type: none"> • Use maps to locate the poles and surrounding countries • Look at graphs and tables to find out how temperatures have changed over the years and how this affects sea levels • Find out what it is like to live on frozen terrain 	

Science Term 1

Forces and magnets

- Identify different magnets and their uses
- Explain what magnetic fields are and the law of attraction
- Compare movement and friction on different surfaces

History

- Create a timeline of Shackleton's journey to the South Pole.
- Describe a journey to the Antarctic from the point of view of a famous mountaineer. What are the risks? What are the setbacks? What motivates them to keep going?
- Compare life as an Inuit to that of our own. What did they eat? What did they do for fun? How did they keep warm?

Physical Education

Term 1

- Football - Coach Tom

Music Term 1

Mamma Mia

- To know five songs from memory and who sang them or wrote them.
- To know the style of the five songs
- To confidently identify and move to the pulse.
- To talk about the musical dimensions working together.

Religious Education

Term 1

Creation – what do Christians learn from the creation story?

- Talk about some simple ideas
- Retell a story
- Talk about issues
- Ask and suggest some good questions
- Offer ideas of their own
- Recognise some objects and suggest why these are important
- Give an account
- Use creative ways to express their own ideas