Curriculum Overview for Year 4 Autumn Term Second Half 2018

Reading

- Develop reading comprehension skills by identifying themes in texts.
- Listen to and discuss a wide range of explanation texts.
- Use inferences and justifying opinions when asked questions about a piece of text that has been read.
- Use dictionaries to check the meaning of words that they have read.
- Check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Explain the meaning of key vocabulary within the text.

English

Writing -

- Classic narrative poetry. Learn a poem by
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Proof-read for spelling and punctuation
- Using dictionaries and thesauruses extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Grammar

- Adjectives how they are used to describe nouns. Write noun phrases.
- Precise nouns.
- Homophones; there, their and they
- Use apostrophes for co actions a possession
- Alliteration.
- Adverbs, adverbials and fronted adverbials.
- Irregular verbs
- Determiners

Art & Design

- Explore the use of the image of the skull by looking at the Mexican festival 'Day of the Dead'.
- Children can discuss the feelings this image evokes and why artists are fascinated by it.
- Use photographs of skulls to make a series of drawings in sketchbooks.
- Use full range of drawing materials; grades of pencils, charcoal and chalk to make careful drawings, smudge to help create 3-D effect

Design & Technology

- Paint on glass.
- Develop Christmas art work

Computing – Data Handling

Create frequency diagrams and graphs to answer questions.

specific questions.

- Create and use a branching database to organise and analyse information to
- dentify what data should be collected to answer a specific
- Collect data and enter it into a database under appropriate field headings. se to answer straightforward questions by searching, matching
- ring the contents of a single field. Based on the data collected, children should raise their own questions and translate them into search criteria that can be used to find answers to
- Compare different charts and graphs, e.g. in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes.

Geography The Great Plague

Mathematics

- analogue and digital 12 and 24 Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems
- involving money and measures. Estimate, compare and calculate different lengths.

Read, write and convert time between

- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- Convert between different units of measure (e.g. kilometre to metre; hour to minute).
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

- Identify right, acute and obtuse angles and compare and order angles up to two right angles by
- Understand properties of quadrilaterals.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Use a variety of sorting diagrams to classify polygons including quadrilaterals and triangles.

- · Recall multiplication and division facts for the 6 times table and 8 times table.
- Use place value, known and derived facts to multiply mentally,
- Recognise and use factor pairs and commutativity in mental calculations.
- Multiply 3 numbers.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
- Solve problems involving multiplication and

Moderń Languages

- listen attentively to spoken language and show understanding by joining in and
- explore the patterns and sounds of language through songs
- speak in sentences, using familiar vocabulary, phrases and basic language
- develop accurate pronunciation and intonation so that others understand whe they are reading aloud or using familiar words and phrases

- Play and perform in solo and ensemble contexts, using their voices Inlaying musical instruments with increasing accuracy, fluency,
- Listen with attention to detail and recall sounds with creasing aural memory.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

Science – Sound

- To identify how sounds are made, associating some of them with something vibrating
- To recognise that vibrations from sounds travel through a medium to the ear
- To find patterns between the pitch of a sound and features of the object that produced it
- To find patterns between the volume of a sound and the strength of the vibrations that produced it
- To recognsie that sounds get fainter as the distance from the sound source increases
- To ask relevant questions, using different types of scientific enquiries to answer them
- To record findings using simple scientific language, drawings and labelled diagrams
- To set up simple practical enquiries, comparative and fair test
- To make systematic and careful observations

History **The Great Plague**

- What was London like before the Great Fire of London in 1666?
- What was the plague and why was it a problem?
- did plague spread so quickly? What help was available? How did people cope?
- What were the plague pits and why were they necessary?

w do we know about the London Great Plague victing?

- How many did it kill? Did the plague spread dutside of London? What happened at Eyam?
- How did the plague end?

Physical

Swimming

 floating and swimming challenges plated to speed, distance and personal survival

Education

- swim unaided for a sustained period of time over a distance of a least 25 metres
- use recognised arm and leg actions, lying on their front and back use a range of recognised stroke and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving]
- **South Ribble Sports Coaches Football**
- to play competitive games and apply basic principles suitable for attacking and defending.

Religious

Education

- Christmas Exploring the symbolism of light. Explore the belief that Jesus is the light of the
- Discuss Christingle services and symbolism.
- How Christians reflect the light of Jesus though their lives.
- Consider how our behaviour can bring light into the lives of others.

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