



Curriculum Planner

Term: Summer 1 2024

Year: 4

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Respect	Mutual respect

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> Vocabulary focus linked to: <ul style="list-style-type: none"> Science: States of Matter RE: Hinduism History: Mayan Civilisation Class reads: <ul style="list-style-type: none"> My Brother is a Superhero by David Solomons The Great Elephant Chase by Gillian Cross Young Leaders' Award: Community Project Exploration of subject based career opportunities through discussion Global learning: <ul style="list-style-type: none"> Weekly 'Newsround' and 'Picture News' discussions 	<ul style="list-style-type: none"> Respect: Collective worship focus. Class collective worship book. Range of visitors from different Christian faith groups Class reflection area. Visits to the Peace Garden. Cultural capital: Hinduism Workshop with Sunita Young Leaders' Award: Community Project 	<ul style="list-style-type: none"> PSHE: Recognising and managing emotions, exploring different responsibilities Understanding the benefits of daily exercise through the Golden Mile. Using the Calm Corner and other mindful strategies to develop our emotional regulation Using the thoughts and feelings box in the classroom as reflection

English

Anchor Text: Dangle by Literacy Shed

Reading

Vocabulary:

Root words, prefixes and suffixes to help understand the meaning of new vocabulary
Use a dictionary to check the meaning of new vocabulary

Discuss why certain words and phrases capture the readers' imagination

Retrieval:

Use a range of different non-fiction text features to help retrieve information from a text, and choose a simple way in which they could record the information they have discovered

Prediction:

Predict what might happen in a story, finding stated and clearly implied evidence to justify the prediction

Writing:

- Identify purpose, audience and genre of narrative texts
- Identify features of narrative texts
- Find features of narrative texts from a success criteria
- Evaluate effectiveness of narratives
- Understand and consistently use appropriate tense (past progressive tense)

Mathematics

Number: Decimals

- Make a whole with tenths and hundredths
- Partition decimals
- Compare and order decimals
- Round to the nearest whole number
- Halves and quarters as decimals

Measurement: Money

- Pounds and pence
- Ordering and estimating money
- Adding and subtracting money
- Using the four operations with money

Measurement: Time

- Time to 5 minutes
- Time to the minute
- 24 hour clock
- Hours, minutes and seconds
- Years, months and days
- Analogue to digital – 12 and 24 hour

Statistics

- Interpret charts
- Comparison, sum and difference problems
- Line graphs

Spaced Learning: Consolidation of previously taught Y4 skills.

Science

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working scientifically:

- Grouping and classifying a variety of different materials
- Exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).
- Research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.
- Observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line

<p style="text-align: center;">Spelling, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Past progressive tense and third person • Conjunctions e.g. therefore, however • Appropriate choice of pronoun to aid cohesion • Fronted adverbials and commas • Determiners • Possessive apostrophes • Powerful verbs • Punctuation – full stops, capital letters, question marks, exclamation marks 		
<p style="text-align: center;"><u>Religious Education</u></p> <p style="text-align: center;">Hinduism</p> <p><u>How do people express their religion and beliefs?</u></p> <ul style="list-style-type: none"> • Understand that worship is important to Hindus and can be done in the home or mandir. • Understand that worship can be both personal and collective. • Understand importance of artefacts linked to worship. • Explain the importance of three Hindu festivals and how they build a sense of community. • Understand the importance of Roksha Bandan. • Understand why Hindus go on pilgrimage. 	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">Mayan Civilisation</p> <p style="text-align: center;"><i>300-900 AD</i></p> <p style="text-align: center;"><i>A non-European society that provides contrast with British History</i></p> <p><u>History Knowledge:</u></p> <ul style="list-style-type: none"> • Identify key features of the Mayan organisation including writing, time, number systems and sport • Understand how we have been able to learn about Mayan organisation • Compare aspects of Maya organisation to current day. 	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">4C: Athletics</p> <ul style="list-style-type: none"> • Investigate ways of performing running, jumping and throwing activities. • Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. • Compete against self and others developing simple technique • Work collaboratively and individually to help improve self and others. <p style="text-align: center;">4M: Swimming</p>

<p style="text-align: center;"><u>D & T</u></p> <p style="text-align: center;">Nutrition</p> <ul style="list-style-type: none"> • Understand where a variety of food comes from • Use appropriate equipment to weight and measure ingredients • Prepare a simple dish safely and hygienically • Use a range of simple food preparation techniques • Know that a healthy diet is made up from a variety of food groups • Know that to be healthy, food is needed to provide energy for the body <p><u>TasteEd:</u></p> <ul style="list-style-type: none"> • See: Blind Tasting Peppers • Touch: Texture of an Apple • Hear: The Language of Food • Smell: Ripe, Unripe and Overripe <p>Taste: Couscous Salad</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;">The Beatles (Blackbird)</p> <ul style="list-style-type: none"> • Pop • To talk about style indicators of a song, musical dimensions and instruments heard. • Confidently identify and move to the pulse • To talk about the music and how it makes them feel • Listen carefully and respectfully to other people’s thoughts about the music. • To use musical words in discussions. 	<p style="text-align: center;"><u>PSHE/RSE</u></p> <p style="text-align: center;">Health and Wellbeing: Recognising and Managing Emotions</p> <p style="text-align: center;">Living in the Wider World: Different Responsibilities</p> <ul style="list-style-type: none"> • Understand and know the meaning of mutual respect • Understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of commitment and care between two people • Recognise what constitutes a positive, healthy relationship and develop skills to form and maintain positive, healthy relationships. • Give examples of different types of relationships between different people in our lives • Explain what makes a good friend • Expect Respect: Know how and when to give/not give our consent
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p style="text-align: center;">Spreadsheets</p> <ul style="list-style-type: none"> • Format cells as currency, percentage, decimal to different places or fraction • Use the formula wizard to calculate averages • Combine tools to make spreadsheet activities such as timed times tables tests • Use a spreadsheet to model a real-life situation • Add a formula to a cell to automatically make a calculation in that cell 	<p style="text-align: center;"><u>SMSC</u></p> <p>Social: Establish rules for creating a positive learning environment. PSHE Circle Time: recognising support structures and who to talk to if we have a worry. Young Leaders’ Award: Working with peers to make a positive change.</p> <p>Moral: Exploring narratives with a consequence – understanding that all our actions have consequences. Young Leaders’ Award: Understanding that we</p>	<p style="text-align: center;"><u>Language of the Moment / French</u></p> <p style="text-align: center;">French: En Classe (In the Classroom)</p> <ul style="list-style-type: none"> • Recognise and repeat from memory simple classroom objects and use the correct gender • Say what they have and do not have in their pencil case • Recognise and respond to simple classroom commands and praise • Understand how to use the negative in French

	<p>have a moral responsibility to our local/national/global community and ourselves.</p> <p>Spiritual: Developing coping strategies for when we have worries and anxieties. Exploring emotions through performance poetry. Actively engaging in a Hinduism workshop.</p> <p>Cultural: PSHE: Understand that civil partnerships and marriage are examples of stable, loving relationships Young Leaders' Award: Working within the local community to create positive change.</p>	
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<p><u>Parental engagement:</u> Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading. Photographs will be put on the school website and Facebook to keep parents informed about their children's learning.</p>	<p><u>Visits and visitors:</u> Young Leaders' Award Community Projects – Dates TBC Hinduism Workshop with Sunita – Date TBC</p>
<p><u>Cultural Capital:</u> Daily Class reader to develop global knowledge Peace Garden available for reflection time at playtimes. Participating in Hinduism Workshop and Young Leaders' Community Project Valuing the diverse culture and languages that the children bring to Year 4, including language of the month.</p>	<p><u>Global Learning:</u> First News comprehension activities and reading the articles/newspapers. Weekly 'Newsround' and 'Picture News' discussions Language of the Moment during registration. Reading a range of books linked to different global themes Class reader book linked to global knowledge: Changes as we grow older</p>
<p><u>Caring for the environment and each other:</u> Litter Pick both inside of school Young Leaders' Award Community Project</p>	