

Curriculum Overview For Year 4 Spring 2023-2024

<p>English Historical Fiction—The Thieves of Ostia by Caroline Lawrence</p> <p>Vocabulary, Grammar & Punctuation</p> <p>I can use paragraphs to organise ideas around a theme.</p> <p>I can use a comma after fronted adverbials.</p> <p>I can choose proper nouns and pronouns appropriately.</p> <p>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</p> <p>I know I should not write in the same</p>	<p>way that I talk.</p> <p>I can use the possessive apostrophe with plural nouns accurately.</p> <p>I can punctuate speech in a text using inverted commas.</p> <p>Speaking & Listening</p> <p>Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</p> <p>Adapt what I am saying to the needs of the listener or audience (increasingly).</p> <p>Show that I understand the main point and the details in a discussion</p>	<p>Composition</p> <p>I can discuss and record ideas.</p> <p>I can compose and rehearse sentences orally progressively building a varied vocabulary and increasing the range of sentence structures.</p> <p>I can organise paragraphs around a theme.</p> <p>I can use a range of sentences which have more than one clause.</p> <p>I am using an increasing range of sentence structures and richer vocabulary in my writing.</p>	<p>Science</p> <p>What's that sound?</p> <p>I can describe a range of sounds and explain how they are made?</p> <p>I can associate some sounds with something vibrating?</p> <p>I can compare sources of sound and explain how the sounds differ?</p> <p>I can explain how to change a sound (louder/softer)?</p> <p>I recognise how vibrations from sound travel through a medium to an ear?</p>	<p>PSHE</p> <p>Dreams & Goals</p> <p>can tell you about some of my hopes and dreams</p> <p>I know how it feels to have hopes and dreams</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>I know how disappointment feels and can identify when I have felt that way</p> <p>I know that reflecting on positive and happy experiences can help me to counteract</p>
<p>Maths</p> <p>Fractions</p> <p>I can count up and down in hundredths.</p> <p>I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</p> <p>I recognise and show using diagrams, families of common equivalent fractions.</p> <p>I can add and subtract fractions within the same denominator.</p> <p>I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Time</p> <p>I can convert between different units of measurements</p>	<p>I can read, write and convert time between analogue and digital 12 hour clocks.</p> <p>I can read, write and convert time between analogue and digital 24 hour clocks.</p> <p>I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Decimals</p> <p>I recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>I recognise and write decimal equivalents to 1/4, 1/2 and 3/4.</p> <p>I can compare numbers with the same number of decimal places up to 2 decimal plac-</p>	<p>es.</p> <p>I can round decimals with one decimal place to the nearest whole number.</p> <p>I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p> <p>Money</p> <p>I can compare, estimate and calculate different measures. Including money in £ and p.</p> <p>I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p>	<p>PE</p> <p>Cognitive Skills</p> <p>I can understand the simple tactics of attacking and defending.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>PE: Creative Skills</p> <p>I can make up my own rules and versions for activities.</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movement and expression.</p>	<p>RE-</p> <p>What does it mean to be Hindu in Britain today?</p> <p>I can identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean</p> <p>I can make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> <p>I can describe how Hindus show their faith within their families in Britain today</p> <p>I can describe how Hindus show their faith within their faith communities in Britain today</p>
<p>History</p> <p>LC: What happened when the Romans came?</p> <p>I can explain how events from the past have helped shape our lives.</p> <p>I can recognise that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</p> <p>I can select knowledge and demonstrate understanding orally and in writing and offer points of view based upon what I have found out.</p>	<p>Geography</p> <p>LC: Is Climate cool?</p> <p>I can observe different views about an environmental issue and explain my own.</p> <p>I can compare and contrast between the British Isles, Great Britain and UK.</p> <p>I can categorise the countries that make up the European Union.</p> <p>I can identify up to six cities in the UK and locate them on a map.</p> <p>I can recognise and name some of the main islands that surround the UK.</p>	<p>Computing</p> <p>Computer Science</p> <p>I can show how a character repeats an action and explain how they caused it to do so.</p> <p>I can make a character respond to user keyboard input.</p> <p>I can explain what steps I need to follow to debug a program.</p> <p>I can explain what I did when my computer program would not work.</p> <p>I can explain how I debugged their partner's program.</p>	<p>Music</p> <p>Use voice and instruments – djembe drum/xylophone/glocks with increasing accuracy, control and expression</p> <p>Develop and improvise rhythmic patterns -begin to use and understand the basics of staff notation</p> <p>Appreciate wide range of live & recorded music-Halle Workshop.</p>	
		<p>Art</p> <p>Every picture tells a story</p> <p>I can analyse and describe the use of shape within artists' work.</p> <p>I can analyse and describe the use of form within artists' work.</p> <p>I can analyse and describe the use of tone within artists' work.</p> <p>I can analyse and describe the use of pattern within artists' work.</p> <p>I can analyse and describe the use of colour within artists' work.</p>	<p>Design</p> <p>Textiles: fastenings</p> <p>I can write a design criteria for a product, explaining the decisions I make.</p> <p>I can select a stitch style to join fabric, working neatly and sewing small stitches.</p> <p>I can select a fastening for my design.</p> <p>I can test and evaluate an end product against the original design criteria.</p> <p>I can recall the different types of fastenings.</p>	