

English

Reading Read, listen to, understand and discuss a range of age appropriate texts including fairy stories, myths and legends, poetry, plays and information texts. Retell fairy stories, myths and legends orally. Read aloud with correct tone, intonation, volume and action. Identify the main theme or moral of a story. Retrieve and record facts and details from fiction and non-fiction. Discuss differences between facts and opinions in a text by understanding the author's purpose. Make inferences from a text. Explain why the author has used certain synonyms (shades of meaning) and the effect created. Summarise the key points in a paragraph. Identify the beginning, build up, problem, resolution and ending of a story.

Writing Extend the range of sentences I use in my writing by using a variety of conjunctions and adverbs to express time, place and cause. Use fronted adverbials, and remember the comma before the main clause. Use paragraphs to group related material. Use a plural possessive apostrophe correctly. Understand the purpose and audience for a piece of writing. Choose structure, vocabulary and grammar to reflect the writing purpose and audience effectively Use a range of sentence structures. Use varied and rich vocabulary.

Maths

Decimals

I can recognise tenths as decimals. I can recognise hundredths as decimals. I can compare and order decimals. I can recognise and write decimal equivalents to a quarter, a half and three quarters.

Money

I can convert pounds and pence.

Time

I can convert between different units of time: hours, minutes and seconds.

Shape

I can compare and classify triangles. I can name, draw, classify and compare quadrilaterals.

Statistics

I can read, create and interpret a line graph.

Science

Animals including Humans

I can identify the different types of teeth in humans and their simple functions. I can describe the simple functions of the basic parts of the digestive system in humans.

All living things

I can recognise that environments can change and this can sometimes pose dangers to living things. I can explore and use classification keys to help group, identify and name a variety of living things on the local and wider environment. I can recognise that living things can be grouped in a variety of ways.

Art/Design Technology

Craft and Design I can create drawings that replicate a selected image. I can identify and explain where a pattern repeats. I can follow instructions to create a repeating pattern, adding extra detail.

Textiles I can identify features, benefits and disadvantages of a range of fastening types. I can write a design criteria for my product. I can make a template. I can combine my material with any stitch I feel comfortable with.

Computing

I can understand how to use sequence, selection and repetition in programs. I can understand how to work with forms of input and output. I can understand how to select, use and combine a variety of software on a range of digital devices. I can understand how to design and create a range of programs, systems and content that accomplish given goals

Music

I can identify the themes. I can identify instruments and voices. I can identify the story behind the words. I can copy back, play, and invent rhythmic and melodic patterns. I can sing in unison.

PE

Athletics and Health Related Exercise Finishing a race, Evaluating our performance, Sprinting: My personal best, Relay changeovers, Shot Put, Introducing the hurdles

Year 4

Summer Term Curriculum Overview



History

I can compare and contrast ancient civilisations from around the world. I can understand the terms BCE and CE and order events on a timeline. I can use evidence to interpret what life was like in early Egypt. I can explain the significance of the Ancient Egyptian Gods. I can explain the process of mummification and its link to the Egyptians believe in the afterlife. I can explain how and why the pyramids were built.

Geography

I can draw and sketch accurately measured maps using standard symbols. I can use six figure grid references to explore features on a map. I can use a widening range of geographical vocabulary based on human and physical features. I can use the eight points of a compass during fieldwork or a map of the local area.

PSHE

Being my Best

I can give examples of some of the things that I do already to help look after my environment. I can give a few examples of different things that I do already that help to keep me healthy.

Growing and Changing

I can label some parts that only boys have and only girls have. I can name some of the difficult feelings someone might have as they go through puberty and I can list some of the reasons why a teenage might have been difficult feeling. I can tell you why people get married.

RE

What does it mean to be a Hindu in Britain today?

Describe examples of what Hindus do to show and express their faith. Make connections with some Hindu beliefs and teachings about aims and duties. Suggest reasons why being a Hindu is a good thing in Britain today and why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs help others.

