

### English

**Reading** I can share what I already know about a topic, text or author. I can retell fairy stories, myths and legends orally. I can retrieve and record facts and details from fiction and non-fiction texts. I can make inferences from a text. I can predict what will happen next in a text based on what has been read so far. I can explain why the author has used certain synonyms and the effect. I can identify the purpose of a text.

**Writing** I can write in neat, legible cursive at a reasonable speed throughout my independent writing. I can understand the audience and purpose for a piece of writing. I can discuss the structure, vocabulary, grammar and theme of given texts to explore ideas for good writing and make notes. I can choose structure, vocabulary and grammar to reflect the writing purpose and audience effectively. I can use a range of sentence structures. I can proof-read for spelling errors.

**Grammar** I can use a variety of conjunctions and adverbs. I can use fronted adverbials, and remember the comma before the main clause. I can use pronouns and nouns to avoid repetition. I know the difference between Standard English and non-Standard English. I can use inverted commas and other punctuation to indicate direct speech.

### Maths

#### Multiplication and Division

I can multiply and divide by 10 and 100. I can recall and use the 6, 7 and 9 times-tables and division facts.

#### Length and Perimeter

I can measure and calculate the perimeter of rectilinear shapes.

#### Fractions

I can recognise and find equivalent fractions. I can add 2 or more fractions. I can subtract fractions from whole amounts. I can calculate fractions of a quantity.

#### 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.

### Science

#### Electricity

I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers.

I can identify whether a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

I can recognise some common conductors and insulators, and associate metals with being good conductors.

I can recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit.

### History

I can explain the difference between primary and secondary sources. I can communicate knowledge I have researched orally and in writing showing my understanding of what I have found out. I can explain how events from the past have helped to shape our lives today. I can recognise that the lives of wealthy people were very different to those of poor people in different periods of history.

### RE

#### **Why is Jesus inspiring to some people?**

I can make connections between Jesus' teaching and the way Christians live today. I can describe how Christians celebrate Holy Week and Easter Sunday. I can identify the most important parts of Easter for Christians and say why they are important. I can give simple definitions of some key Christian terms and illustrate them with events from Holy week and Easter.



## **Year 4 Spring Term Curriculum Overview**



#### Art – Mixed Media

Generate ideas from a range of stimuli, use research and evaluation of techniques to develop ideas, develop ideas and plan for an outcome, explore the way paint can be used to create a variety of effects, choose and adapt collage materials to create contrast, use subject vocabulary confidently, and evaluate their work more regularly and independently.

#### Design Technology – Electrical Systems

Designing a torch, making a torch with a working electrical circuit and switch, using appropriate equipment to cut and attach materials, evaluating electrical products, testing and evaluating the success of a final product, to know that an electrical circuit must be complete for electricity to flow, to know that a switch can be used to complete and break an electrical circuit.

### PSHE

#### Keeping Safe

I can identify situations which are either dangerous, risky or hazardous. I understand that we can be influenced both positively and negatively. I know and can explain strategies for safe online sharing. I can explain safety issues for medicine use.

#### Rights and Respect

I can define what is meant by 'being responsible'. I understand that humans have rights and responsibilities. I understand the reason we have rules. I can explain the role of the bystander and how it can influence bullying or other anti-social behaviour.

### Music

I can listen to and appraise a piece of music. I can improvise and compose music for a range of purposes. I can sing and clap in time to a steady beat. I can perform a song as part of a class ensemble.

### Computing

I understand how to use blogs safely and responsibly. I understand how the Internet makes blogging possible. I can write a blog post. I can comment on a blog post and an image, audio or video to a blog post.

### Geography

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

### PE

**Gymnastics** - Introduction to bridges, Application of bridge learning onto apparatus, Develop sequences with bridges, Sequence formation, Sequence completion

**Dance** - Extending sequences with a partner in character, Developing sequences with a partner in character that show relationships and interlinking dance moves, Sequences, relationships, choreography and performance

