



# Alice Ingham RC Primary School

## Year 4 – Curriculum Overview - Spring Term

|                 | <b>Spring: Half Term 1</b>   |   | <b>Half Term</b>  | <b>Spring: Half Term 2</b>  |                              |
|-----------------|--|---|---|---|------------------------------|
| <b>Religion</b> | Local Church – Community   | Eucharist: Giving & Receiving   |   | Eucharist: Giving & Receiving (con't)   | Lent/Easter: Self Discipline |
| <b>English</b>  | Poetry - Fantasy settings  |   |   | Poetry – Performance (dialogue)   |                              |
|                 | Fiction  | Non fiction   |   | Fiction   | Non-Fiction                  |
|                 | <p><b><u>Model Text</u></b></p> <p>The Magician’s Shop by Pie Corbett (Y4 Writing Models p42)</p> <p><b><u>Genre</u></b></p> <p>Fantasy</p> <p><b><u>Toolkit</u></b></p> <p>Settings</p> <p><b><u>Writing outcome (innovation)</u></b></p> <p>Embellish/add to original text</p> <p><b><u>Independent Outcome</u></b></p> <p>Diagon Alley (or similar)</p> | <p><b><u>Model Text</u></b></p> <p>Do we still need zoos?</p> <p><b><u>Genre</u></b></p> <p>Discussion</p> <p><b><u>Toolkit</u></b></p> <p>Discussion</p> <p><b><u>Writing outcome (innovation)</u></b></p> <p>Should mobile phones be used in classrooms?</p> <p><b><u>Independent Outcome</u></b></p> <p>New, relevant discussion topic</p> | <p><b><u>Model Text</u></b></p> <p>The cobbler of Krakow (Bumper book KS2)</p> <p><b><u>Genre</u></b></p> <p>Beat the monster</p> <p><b><u>Toolkit</u></b></p> <p>Action</p> <p><b><u>Writing outcome (innovation)</u></b></p> <p>Prequel</p> <p><b><u>Independent Outcome</u></b></p> <p>New prequel to known beat the monster story</p> | <p><b><u>Model Text</u></b></p> <p>Make Playstations Available in Schools (Y4 Writing Models)</p> <p><b><u>Genre</u></b></p> <p>Persuasion</p> <p><b><u>Toolkit</u></b></p> <p>Persuasive argument</p> <p><b><u>Writing outcome (innovation)</u></b></p> <p>Persuasion linked to popular game</p> <p><b><u>Independent Outcome</u></b></p> <p>Persuasion linked to popular game (for e.g. Increase the age to play to 18)</p> |                              |
|                 | <b><u>Cross-curricular Writing</u></b>   |   | <b><u>Cross-curricular Writing</u></b>  |   |                              |
|                 | Explanation  |   | Discussion  |   |                              |



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| Maths | Multiplication and Division   | Measure – Area | Fractions |  | Fractions  | Decimals |
|-------|---|----------------|-----------|--|--|----------|
|       | <ul style="list-style-type: none"> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> <li>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> <li>Recognise and use factor pairs and commutativity in mental calculations.</li> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>Find the area of rectilinear shapes by counting squares</li> <li>Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> </ul> |                |           |  | <ul style="list-style-type: none"> <li>Add and subtract fractions with the same denominator.</li> <li>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> <li>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</li> <li>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places.</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> </ul> |          |



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- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.



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| Science | Changing Sound  | Living in Environments  |
|---------|---|---|
|         | <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• using straightforward scientific evidence to answer questions or to support their findings</li> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul> | <ul style="list-style-type: none"> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> |



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| <b>Geography</b> | <p style="text-align: center;"><b>Village Settlers</b></p> <p>Children will be taught to:</p> <ul style="list-style-type: none"><li>• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li><li>• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li></ul> |  |  |
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| <b>History</b> |  |  | <p style="text-align: center;"><b>Anglo Saxons, Picts and Scots</b></p> <p>Children will learn about Britain’s settlement by Anglo Saxons and Scots.</p> <p>To do this, they are going</p> <ul style="list-style-type: none"> <li>• To study the archaeological evidence at Sutton Hoo to ask and answer questions.</li> <li>• To find out who the Anglo-Saxons were and where they came from.</li> <li>• To find out who the Picts and Scots were and where they lived.</li> <li>• To be able to use various historical sources to find out about Anglo-Saxon life.</li> <li>• To explore Anglo-Saxon culture including art, music, legends and poetry.</li> <li>• To explore the spread of Christianity in Britain.</li> <li>• To use what has been discovered at Sutton Hoo to draw conclusions about who was buried there.</li> </ul> |
|                |  |  | <b>Art</b>  |



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| <p><b>Design Technology</b></p> |  |  | <p style="text-align: center;">Structure: Pavillions</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and CAD</li> <li>• Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics</li> <li>• Investigate and analyse a range of existing products</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> |
| <p><b>Computing</b></p>         | <p style="text-align: center;">iOffice (including iSafety)</p> <p>Pupils will combine learning how to stay safe while on a digital device with learning how to operate Office 365 programs. Our E-Safety module covers Cyber Bullying, Online Gaming, Trust, Digital Reputation, Location Permissions, Online Contact and Social Media. All of these topics are covered alongside learning how to use the basic functions within word and spreadsheet processors.</p> <ul style="list-style-type: none"> <li>• Pupils know that networks are made of WANs and LANs</li> <li>• Pupils can define what cyber bullying is</li> <li>• Pupils can explain the consequences of spending too much time online</li> <li>• Pupils know why certain online games have age restrictions</li> <li>• Pupils can explain ways to maintain a good digital reputation</li> </ul> |  | <p style="text-align: center;">iCreate</p> <p>During the first half of iStop Motion, pupils will learn about stop motion animation and create a short stop motion film. Following this, pupils will learn about post-production effects such as 'Chroma key' and 'Foley'. Pupils will finish by combining their animation and post-production skills together to create a final piece with sound, video effects, chroma key and animated 2D titles.</p> <ul style="list-style-type: none"> <li>• Pupils can name 4 different types of animation</li> <li>• Pupils understand that green screens are used to change the background</li> <li>• Pupils know why titles and credits are used</li> <li>• Pupils know why small changes are used between pictures in stop motion animation</li> <li>• Pupils know why sound effects are used in animation</li> </ul>  |



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|--------------|--|--------------------------|--|---|--|
| <b>Music</b> | <b>African Drumming</b>  |                          |  | <b>Song Writing with Glockenspiels</b>  |  |
|              | <p>Our African drumming courses are designed to introduce our children to the music of a different culture. The lessons teach the children a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. As they progress through Key Stage 2, the children will focus on developing their timekeeping through playing different rhythms and polyrhythms as a group and as a solo performer. They will also concentrate on advanced performance techniques that will enhance their playing as well as building stamina and confidence.</p> <ul style="list-style-type: none"> <li>• Pupils can play and demonstrate a Bass, Tone and Slap hit</li> <li>• Pupils can play basic rhythms to a steady pulse</li> <li>• Pupils can copy and repeat complex rhythms while following a conductor</li> <li>• Pupils can combine different hits to improvise a solo</li> <li>• Pupils can lead and perform in small groups</li> </ul> |                          |  | <p>Music and the moving image course focuses on year 4 pupils creating music for non-musical stimuli. Pupils will explore musical components by composing music to create a specific mood, this will be done through composing to a short, animated clip. Pupils will create music using graphic scores and create their own graphic scores for others to play. Pupils will be taught to create keys for their scores and choose to use one or not, so others can interpret their music the correct way or leave their piece open to interpretation. Pupils will compose music on their instruments in pairs, as well as working on whole class compositions.</p> <ul style="list-style-type: none"> <li>• Pupils can explain what a soundtrack is.</li> <li>• Pupils can write short melodies on a Glockenspiel and note them down.</li> <li>• Pupils can explain what soundtrack dissonance is.</li> <li>• Pupils can identify features of music which portray certain emotions.</li> <li>• Pupils can identify examples of word painting.</li> <li>• Pupils know what a leitmotif is.</li> <li>• Pupils can create a word board from a video.</li> <li>• Pupils know what a brief is.</li> <li>• Pupils can explain the difference between musical and traditional soundtracks.</li> <li>• Pupils can explain what a theme song is.</li> </ul> |  |
| <b>PE</b>    | <b>Skip to the Beat</b>  | <b>Groovy Gymnastics</b> |  | <b>Swimming</b>   |  |
|              | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• develop flexibility, strength, technique, control and balance, eg: through athletics and gymnastics</li> </ul>  |                          |  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>  |  |





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|----------------------|--|---|
| <b>MFL (Spanish)</b> | <b>Days of the Week, Months, Seasons and Fruit</b>   | <b>Food and Drink</b>   |
|                      | <p>Pupils will be able to identify the days of the week, months, seasons and names of fruit using songs and games to reinforce their learning. Pupils will be able to hold basic conversations involving words, phrases and themes covered in this unit, as well as building in previously learnt vocabulary including practising giving preferences.</p> <p>Pupils will be introduced to how sentences are arranged and be encouraged to use basic phrases and answer simple questions.</p> <ul style="list-style-type: none"> <li>• Pupils can say the seasons of the year.</li> <li>• Pupils can say some of the days of the week.</li> <li>• Pupils can say some of the months of the year.</li> <li>• Pupils can say some of the fruit covered in the unit.</li> <li>• Pupils can say at least half of the multiples of ten up to 100.</li> </ul> | <p>Pupils will be able to give basic opinions on food and drink, gaining confidence in giving opinions that they have been introduced to in previous units. Pupils will be introduced to new food words, as well as more ways of giving their opinion. Pupils will practise reading, writing and speaking, roleplaying and transactional conversations with new vocabulary.</p> <p>Pupils will give more in depth opinions on different food and drink vocabulary and practise using what they've learnt in a role-play situation.</p> <ul style="list-style-type: none"> <li>• Pupils can say the phrases "I love", "I like", "I don't like" and "I hate".</li> <li>• Pupils can say a small amount of the foods learnt in this unit.</li> <li>• Pupils can say most of the drinks covered in this unit.</li> <li>• Pupils can say some of the letters of the alphabet in the foreign language.</li> <li>• Pupils can say the phrase "I would like" accurately.</li> </ul> |