



Alice Ingham RC Primary School

Year 4 – Curriculum Overview - Summer Term

	Summer: Half Term 1		Half Term	Summer: Half Term 2	
Religion	Other Faiths	Pentecost: New Life		Reconciliation: Building Bridges	Universal Church: God's People
English	Poetry – Performance			Poetry - Fear	
	Fiction	Non-Fiction	Fiction	Non-Fiction	
	<p>Model Text</p> <p>Elf Road by Pie Corbett</p> <p>Genre</p> <p>Portal story</p> <p>Toolkit</p> <p>Description</p> <p>Writing outcome (innovation)</p> <p>New portal story</p> <p>Independent Outcome</p> <p>New portal story</p>	<p>Model Text</p> <p>Granny Hijacked !</p> <p>Genre</p> <p>News Recount</p> <p>Toolkit</p> <p>Recount</p> <p>Writing outcome (innovation)</p> <p>News recount based on different traditional tale</p> <p>Independent Outcome</p> <p>News recount based on chosen story</p>	<p>Model Text</p> <p>Open and Shut by Louise Cooper (From 'Short and Spooky')</p> <p>Genre</p> <p>Tale of Fear</p> <p>Toolkit</p> <p>Dialogue</p> <p>Writing outcome (innovation)</p> <p>New argument tale with dialogue</p> <p>Independent Outcome</p> <p>New argument tale with dialogue</p>	<p>Model Text</p> <p>The truth about mountain ogres</p> <p>Genre</p> <p>Information</p> <p>Toolkit</p> <p>Information</p> <p>Writing outcome (innovation)</p> <p>The truth about ghosts</p> <p>Independent Outcome</p> <p>The truth about XXX</p>	
	Cross-curricular Writing		Cross-curricular Writing		
	Persuasive Argument		News recount		



Alice Ingham RC Primary School

Year 4 – Curriculum Overview - Summer Term

Maths	Decimals	Money	Time		Statistics	Geometry – Angles & 2D Shapes	Geometry – Position and Direction
	<ul style="list-style-type: none"> • Add and subtract fractions with the same denominator. • Recognise and write decimal equivalents of any number of tenths or hundredths. • 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 • Compare numbers with the same number of decimal places up to two decimal places. • Read, write, order and compare numbers with up to three decimal places (two decimal places). • Round decimals with one decimal place to the nearest whole number. • Round decimals with two decimal places to the nearest whole number and to one decimal place (decimals with one decimal place) • Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. • Read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$). • Solve simple measure and money problems involving fractions and decimals to two decimal places • Solve problems involving number up to three decimal places (two decimal places). • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. • Estimate, compare and calculate different measures, including money in pounds and pence. • Add and subtract amounts of money to give change, using both £ and p in practical contexts. 				<ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables. • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Complete, read and interpret information in tables, including timetables (tables) • Solve one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts and pictograms and tables. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs • Solve comparison, sum and difference problems using information presented in a line graph. • Solve one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts and pictograms and tables • Identify acute and obtuse angles and compare and order angles up to two right angles by size • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles • Identify lines of symmetry in 2D shapes presented in different orientations • Complete a simple symmetric figure with respect to a specific line of symmetry • Describe positions on a 2D grid as coordinates in the first quadrant. • Plot specified points and draw sides to complete a given polygon. • Describe movements between positions as translations of a given unit to the left/right and up/down. 		



Alice Ingham RC Primary School

Year 4 – Curriculum Overview - Summer Term

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Convert between different units of measure (for example, kilometre to metre; hour to minute).
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Read, write and convert time between analogue and digital 12- and 24-hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- Solve problems involving converting between units of time.

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.



Alice Ingham RC Primary School

Year 4 – Curriculum Overview - Summer Term

Science	Animals, including humans: Excuse me, are these your teeth?		We are Scientists
	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey 		<p>At Alice Ingham, the final Summer term is a term in which we allow children to build upon the skills they have learnt and developed this year and apply them.</p> <p>Children will use their skills through:</p> <ul style="list-style-type: none"> • Sports Week, when the children will think about their bodies and the benefits of exercise. • Nutrition Week – when the children look at the importance of a healthy and balanced diet • Science week – during which the children will be able to take part in a variety of different investigations linking with our Science visitors • Space Week – children enjoy a whole week themed around space during which the children will have an opportunity to camp at school so they are able to observe the night sky (NB – this particular week may be held at an alternative time in the school calendar when the equipment is available to us). • Science Fair – when the children showcase their science work from the academic year for other classes and parents.



Alice Ingham RC Primary School

Year 4 – Curriculum Overview - Summer Term

Geography	<p>Where does our food come from?</p> <p>Children will be taught to:</p> <ul style="list-style-type: none">• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle• 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• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
------------------	---	--	--



Alice Ingham RC Primary School
Year 4 – Curriculum Overview - Summer Term

<p>History</p>			<p>The Maya</p>
<p>Art</p>	<p style="text-align: center;">Warhol and the Pop Art Movement</p> <p>Children will be taught:</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • to improve their mastery of art and design techniques, including sculpture with a range of materials • about great artists in history 		<p>Children will learn about The Maya: a non-European society that provides contrasts with British history.</p> <p>To do this, they are going</p> <ul style="list-style-type: none"> • To explore where and when the remains of the Mayan civilisation were discovered. • To find out about how the Mayans civilisation developed over time. • To find out about the city states of the Maya and how society was organised • To find out about Mayan religion and beliefs. • To find out about everyday life for the Mayan people • To explore Mayan writing and calendars. To find out about the decline of the Mayan civilisation.



Alice Ingham RC Primary School

Year 4 – Curriculum Overview - Summer Term

Design Technology			<p style="text-align: center;">Fastenings</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Investigate and analyse a range of existing products• 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• Build structures, exploring how they can be made stronger, stiffer or more stable• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities• Evaluate their ideas and products against a design criteria• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><i>Cooking and Nutrition – Adapting a Recipe</i></p> <ul style="list-style-type: none">• understand and apply the principles of a healthy and varied diet• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
--------------------------	--	--	---



Alice Ingham RC Primary School

Year 4 – Curriculum Overview - Summer Term

Computing	iCommunicate		iControl
	<p>This topic focuses on podcasting, blogging, vlogging and broadcast channels. Children will look at the origins of these four areas before learning how to create their own. Pupils will also discuss how digital networks such as the internet have made remote collaborations possible and very easy.</p> <ul style="list-style-type: none"> • Pupils know what a podcast is • Pupils know the difference between a feature and an introduction • Pupils can differentiate between a podcast, blog and a vlog • Pupils can write a simple blog about a certain subject • Pupils can turn a blog into a vlog 		<p>Children will build upon their coding knowledge gained during this year and learn how to control both simulated and external systems. Pupils will use computational thinking to plan, create and write a program to run an external device. This will involve writing code within the language Blockly, stringing code together to make algorithms, solving and debugging any issues, and coding to achieve the goals set out for them. At the end of this unit pupils will have the opportunity to test their code on a physical object.</p> <ul style="list-style-type: none"> • Pupils can name industries where robotics have helped increase productivity • Pupils know that Java and Blockly are programming languages • Pupils can look at simple code and explain what it will do • Pupils are able to code a simple presentation guide path • Pupils can identify errors in their code after it has failed



Alice Ingham RC Primary School

Year 4 – Curriculum Overview - Summer Term

<p>Music</p>	<p style="text-align: center;">Class Jam</p> <p>This half-term involves pupils building on their musical skills using a range of melodic and percussive instruments. Children will play Chime bars, African drums, Boomwhackers, Keyboards and accompany with both vocal and instrumental percussion to recreate famous popular songs. With custom-made backing tracks to play along to, pupils will be able to swap instruments and experiment with playing melody, rhythm and accompaniment whilst improving their ability to perform within an ensemble.</p> <ul style="list-style-type: none"> • Pupils know the different instrument types and names. • Pupils know the difference between melody and accompaniment. • Pupils can play along in time to the performance videos to an ok standard. • Pupils can respond to different tempos while playing the Class Jam songs. • Pupils can recognise and vocalise the difference between Major and Minor chords/keys. • Pupils recognise how both dynamics and expression can change the feeling of the song for the performer and the listener. • Pupils can play along in time to the performance videos to a great standard. • Pupils can play along with the performance videos with no volume and it sounds great. 	<p style="text-align: center;">Ukeleles</p> <p>During this course, pupils will learn to play the Ukulele. Pupils will learn the correct names of the different parts of the instrument and the notation values of the strings. Pupils will be shown how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch. Keystage 2 pupils will learn different playing techniques such as stumming chords and holding down multiple strings to make playing a succession of notes easier. Pupils will also learn how to read tablature music and use this method to play some popular pieces of music.</p> <ul style="list-style-type: none"> • Pupils know that the Ukulele is an example of a string instrument. • Pupils understand that Ukulele music can be written down using tablature or staff notation. • Pupils can play a C Major chord. • Pupils can correctly hold a Ukulele. • Pupils can play an A Minor chord.
<p>PE</p>	<p style="text-align: center;">Swimming</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	<p style="text-align: center;">Swimming</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.



Alice Ingham RC Primary School

Year 4 – Curriculum Overview - Summer Term

MFL (Spanish)	Family Stories and Conversation		Cultural Diversity and Embedding Learning so far
	<p>Children will be introduced to vocabulary on different family members and how to describe them. They will then build on what they have learnt in previous units by learning larger numbers and new questions, before using new vocabulary to hold longer and more complex conversations. The children will also learn how to conjugate the verbs 'to be' and 'to have' in the present tense.</p> <ul style="list-style-type: none"> • Pupils can say some of the family members. • Pupils can conjugate the verb 'to have' in the first and third person, in the present tense, with a low level of accuracy. • Pupils can conjugate the verb 'to be' in the first and third person, in the present tense, with a low level of accuracy. • Pupils can say some of the descriptive words covered in the unit. • Pupils can ask "do you have any brother or sisters?" and answer using the verb 'to have' and their family member vocabulary. 		<p>Children will learn about Spain culture, schools in Spain and the Spanish speaking world. They will also revise all the vocabulary that they have covered in previous units such as animals, colours and numbers. Children will practise asking and answering all the questions that they have been introduced to in the previous units and will use these questions to practise speaking in full sentences.</p> <ul style="list-style-type: none"> • Pupils can say most of the multiples of 10 up to 100. • Pupils can say one of each type of animal covered. • Pupils can say the phrases "I like..." and "my favourite animal is...". • Pupils can say some facts about the country. • Pupils can say most of the numbers 1-100.