

# St Luke's CE Primary – Curriculum Overview

Year 4 Summer 1



## Curriculum Aims

**The purpose of our curriculum is to:**

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

## Curriculum Approach

- Learning reviewed daily (retrieval practice);
- New content taught in small chunks;
- Effective teacher questioning;
- Lots of teacher modelling;
- Regular opportunities for children to think, apply and practise key skills and knowledge;
- Support for difficult tasks;
- Develop long term memory, whilst respecting the limitations of the working memory.

## Discrete Learning Subjects

### Main Learning Focus in English:

Fiction: *The Journey*

Non-fiction: *The Plague - Playscripts*

#### Speaking and listening.

Participation in class and group discussions

Explaining and justifying opinions about texts

Learning new drama skills

#### Reading

Shared Reading – reading text with the class

Guided Reading – reading with the teacher in small groups  
Individual & paired reading

Using reading skills to obtain information

#### Writing

Using *Fantastics* to develop narrative writing

Planning and structuring different texts

Answering big questions

Illustrations to tell a story

Features of a playscript

Writing a playscript

#### Grammar and Punctuation

Revising the use of capital letters, full stops, commas and exclamation marks

Colons, ellipsis, commas, subordinating clauses, fronted adverbials, pronouns

Ensuring grammatical agreement

#### Spelling

Words from statutory and personal spelling lists

Proofreading for words on statutory list

#### Handwriting

Revising letter joins formation

Improve skills in joining writing

### Main Learning Focus in Mathematics:

Children will learn to:

- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.
- Estimate, compare and calculate different measures, including money in pounds and pence.
- Convert between different units of measure [for example, kilometre to metre; hour to minute].

### **Main Learning Focus in Science:**

#### **Adaptations**

**Children will learn the answers to the following questions:**

- *What is an adaptation?*
- *How are organisms adapted to hot environments?*
- *How are organisms adapted to cold environments?*
- *What adaptations do nocturnal animals have?*
- *How are organisms adapted to live underwater?*
- *How are organisms adapted to live in the deep sea?*

### **Main Learning Focus in History**

#### **The Vikings**

**Children will learn the answers to the following questions:**

- *Why did the Vikings raid and invade Britain?*
- *Who were the Norse gods?*
- *Why did Alfred sign a treaty with Guthrum?*
- *Was Alfred right to make a deal with the Vikings?*
- *What were the similarities and differences between Norse and Anglo-Saxon beliefs?*

### **Main Learning Focus in Computing:**

During computing lessons, Year 4 will be using 'Purple mash' to complete a unit called 'Animation.'



- *To discuss what makes a good animated film or cartoon.*
- *To learn how animations are created by hand.*
- *To find out how animation can be created in a similar way using the computer.*
- *To learn about onion skinning in animation.*
- *To add backgrounds and sounds to animations.*
- *To be introduced to 'stop motion' animation.*
- *To share animation on the class display board and by blogging.*

### **Main Learning Focus in Religious Education**

**Children will learn the answers to the following questions:**

- *What can we learn from religions about deciding what is right and wrong?*
- *What rules are important? How is the Golden Rule important?*
- *What important messages are in the 10 Commandments?*

- *How have religious teachings helped to affect somebody's actions?*
- *What do religious stories tell believers about temperance?*
- *How can people decide what is right and wrong without God's help?*
- *What does Christianity say about how to live a good life?*

**Main Learning Focus in  
PSHE:**

**We will look at the  
unit – Being my best.**

- *Identify ways in which everyone is unique.*
- *Give examples of choices they make for themselves and choices others make for them.*
- *Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.*
- *Identify qualities and attributes of people who support the school community.*

**Main learning Focus in Music:**

*Children's learning in this unit will be focused around a unit called 'Rock and Roll':*

- *To understand the history of rock and roll music*
- *To be able to perform with a sense of style*
- *To play a walking bass line on tuned percussion*
- *To be able to play a rock and roll bass line*
- *To be able to play a rock and roll piece of music*

**Main learning Focus for Art:  
Crafts and Design- Fabric of nature**

- *Describe objects, images and sounds with relevant subject vocabulary.*
- *Create drawings that replicate a selected image.*
- *Select imagery and colours to create a mood board with a defined theme and colour palette.*
- *Complete four drawings, created with confident use of materials and tools to add colour.*
- *Understand the work of William Morris, using subject vocabulary to describe his work and style.*
- *Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.*
- *Identify and explain where a pattern repeats.*
- *Follow instructions to create a repeating pattern, adding extra detail.*
- *Understand different methods of creating printed fabric in creative industries.*
- *Use sketchbooks to evaluate patterns.*
- *Produce ideas to illustrate products using their designs.*