

St Luke's CE Primary – Curriculum Overview

Year 4 Spring 2



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 whale*

Reading: *Macbeth*

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

Write effective sentences for a narrative

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:

- Use mixed numbers to count beyond 1.
- Deepen their understanding of mixed numbers by partitioning them into a whole number and a fraction part.
- Count up in fractional steps and to identify each whole and the fraction parts in between.
- Use their understanding about the nature of mixed numbers to compare and order them efficiently.
- Identify the total number of fraction parts in a mixed number and will apply this as they start to write mixed numbers as improper fractions.
- Identify improper fractions and convert them to mixed numbers with the aid of images and fraction strips.
- Use a fraction wall and fraction strips to identify equivalent fractions.
- Simplify fractions, initially with the aid of images and then with abstract fractions.
- Add and subtract fractions with the same denominator, including those where the answer is greater than 1.
- Add proper fractions to mixed numbers with the same denominator.
- Subtract proper fractions from mixed numbers with the same denominator by counting back with support from fraction strips and number lines.
- Subtract fractions from a whole number and explore different methods.
- Apply their understanding of adding and subtracting fractions to solve problems.



Main Learning Focus in Science:

- Describe how sounds are made.
- Describe how sounds are heard through different mediums.
- Explain the relationship between vibration strength and volume.
- Describe the relationship between volume and distance.
- Describe pitch and how to change it.
- Explain how insulating materials can be used to muffle sound.
- To observe closely how different instruments create a sound.
- Research how whales and dolphins communicate underwater.
- Present results using a bar chart.
- Suggest which variables to measure and for how long.
- Design simple results tables.
- Identify when results or observations do not match predictions.

Main Learning Focus in Geography:

Migration

Children will learn the answers to the following questions:

- What is migration?
- What causes people to migrate?
- How does migration affect people and places?
- Can I create a profile of a migrant?
- What is the Windrush generation?

Main Learning Focus in Computing:

During computing lessons, Year 4 will be using 'Purple mash' to:

Know what the common instructions are in 2Logo and how to type them.

- Children can follow simple 2Logo instructions to create shapes on paper.
- Children can follow simple instructions to create shapes in 2Logo.

Children can create 2Logo instructions to draw patterns of increasing complexity.

- Children understand the *pu* and *pd* commands.
- Children can write 2Logo instructions for a word of four letters.
 - Children can follow 2Logo code to predict the outcome.
 - Children can create shapes using the Repeat command.
 - Children can find the most efficient way to draw shapes.

Children can use the Procedure feature.

- Children can create 'flowers' or 'crystals' using 2Logo.



Main Learning Focus in Religious Education-

- What does the word 'inspiring' mean? Who is inspiring?
- What do we know about Jesus' life story? Is his story inspiring for some people?
- Was Jesus inspiring because of his actions?

- *What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?*
- *Did Jesus' teachings inspire people? How and why?*
- *Who did Jesus say he was? Why is he so important to Christians?*
- *Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day?*
- *Is Jesus still important today? Why? Who to? How does it show?*
- *What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?*
- *Does being inspired by Jesus make a person stronger?*
- *Who is inspiring for me? Who is inspiring for other children in my class?*

Main Learning Focus in Learning for Life: Being my Best

- *Identify ways in which everyone is unique;*
- *Appreciate their own uniqueness;*
- *Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.*
- *Give examples of choices they make for themselves and choices others make for them;*
- *Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.*
- *Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;*
- *Plan a menu which gives a healthy balanced of foods from across the food groups on the **Eatwell Guide** (formerly Eatwell Plate);*
- *Understand the importance of good quality sleep and take practical steps for improving sleep.*

Main Learning Focus in Physical Education:

Swimming

Balls Games

Main learning Focus in Music:

- *Perform the hand jive hand actions in sequence and in time with the music.*
- *Sing in tune and perform their actions in time.*
- *Play the notes of the walking bass in the correct sequence.*
- *Independently play their part with some awareness of the other performers.*

Main learning Focus for Design & Technology:

- *To follow a baking recipe.*
- *To make and test a prototype*
- *To design a biscuit to a given budget*
- *To make a biscuit that meets a given design brief*