St Luke's CE Primary – Curriculum Overview

Year 4 Autumn 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- Aladdin

Poetry- Still I rise

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

Writing poetry

Planning and structuring different texts

Answering big questions

Illustrations to tell a story

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

Main Learning Focus in Mathematics:



Children will learn to:

find the area of rectilinear shapes by counting squares

- *estimate, compare and calculate different measures, including money in pounds and pence*
- *recall multiplication and division facts for multiplication tables up to 12 × 12*
- *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*

Main Learning Focus in Science: Electricity
Children will learn the answers to the following questions:

- *Recall a range of electrical appliances, classify them as mains or battery-powered and explain why.*
- *Explain how to test if a circuit works and identify when simple electric circuits will work.*
- *Identify symbols for open and closed switches and give examples of how switches are useful.*
- *Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit.*
- *Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights and that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light.*
- *Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators.*
- *Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be and explain that they will be dimmer when more are added to a circuit, as less energy is transferred to each of them.*
- *Describe precautions for working safely with electricity and explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.*

Main Learning Focus in Geography: Rainforests
Children will learn the answers to the following questions:

- *Describe a biome and give an example.*
- *State the location and some key features of the Amazon rainforest.*
- *Name and describe the four layers of tropical rainforests.*
- *Understand that trees and plants adapt to living in the rainforest and give an example.*
- *Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.*
- *Name one way in which the Amazon is changing.*
- *Articulate why the Amazon rainforest is important.*
- *Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.*
- *Use a variety of data collection methods with support.*
- *Summarise how the local woodland is used and suggest changes to improve the area.*

Main Learning Focus in Computing:

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



- *To understand what Artificial Intelligence is and some of the tasks it can carry out.*
- *To learn to communicate effectively with AI tools by writing clear and precise prompts.*
- *To learn how to be a good digital citizen when using AI.*
- *To think about how AI might develop in the future.*

- *To code a micro:bit to make it work as a step counter.*
- *To code a micro:bit to make a light switch that switches on or off when the light level changes.*
- *To code a micro:bit to make a rock, paper and scissors game.*
- *To code micro:bits to make simulated dice.*

Main Learning Focus in Religious Education
Children will learn the answers to the following questions:

Why do some people think that life is a journey? What significant experiences mark this? They will look at the following objectives:

- *What does a journey mean to us?*
- *What is the significance of Baptism to Christians?*
- *How do Jewish people mark becoming an adult?*
- *What ceremonies do Hindus mark in the journey of life?*
- *Why do people choose to get married?*
- *Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?*

Main Learning Focus in Scarf-

Valuing difference
They will look at the following objectives:
- *Define the terms 'negotiation' and 'compromise';*
- *Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.*
- *List some of the ways that people are different to each other (including differences of race, gender, religion);*
- *Recognise potential consequences of aggressive behaviour;*
- *Suggest strategies for dealing with someone who is behaving aggressively.*
- *List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);*
- *Define the word respect and demonstrate ways of showing respect to others' differences.*
- *Understand and identify stereotypes, including those promoted in the media.*
- *Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);*
- *Give examples of features of these different types of relationships, including how they influence what is shared.*
- *Understand that they have the right to protect their personal body space;*
- *Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;*
- *Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.*

Main Learning Focus in Physical Education:

During Pe Lessons the children will be learning be looking at fitness and basket ball.

Year 4 Maple will continue to go swimming.

Ball Awareness–moving ball around different parts of the body with control

Dribbling and bouncing a ball with control and using either hand

Pass and receive, stepping into the pass (chest and bounce pass)

Scoring into a net/hoop in a small sided 3v3 basketball game

Perform a jump and stride stop with a pivot

Dodging around a player with the ball, focus on dodging into a space

Protecting the ball – using the pivot to protect the ball. Begin to apply basic principles suitable for defending

Introduce 4v4 or adapted game. Begin to use some additional rules e.g double dribble, travelling. .

Main learning Focus in Music:

Children will continue with their violin lessons with the Rochdale music service.

Main learning Focus for Design & Technology:

Pavillions

Produce a range of free-standing frame structures of different shapes and sizes.
Design a pavilion that is strong, stable and aesthetically pleasing.
Select appropriate materials and construction techniques to create a stable, free-standing frame structure.
Select appropriate materials and techniques to add cladding to their pavilion.