

## Year 4 curriculum information – summer term 1 2022

English	Maths	Science	Other curriculum areas
<p><b>Reading:</b> We will be developing reading fluency and expression, comprehension, inference and deduction skills and backing up opinions with evidence from a variety of high-quality text styles. Much of our learning will be based around the following texts: – <b>Werewolf Clubs Rule (poetry) by Joseph Coelho. Mr Stink by David Walliams</b></p> <p>These skills are developed further by weekly guided reading sessions, where children are supported in smaller groups with their teacher. Children are expected to read at home daily and parents are encouraged to hear their children and discuss what has been read, signing their child's reading records. Through the above, we aim to develop each child's love of reading, whilst exposing them to a range of reading genres.</p>	<p>Key maths concepts, arithmetic and reasoning skills are developed throughout all maths lessons. White Rose resources are used to support progression.</p> <p>Children are also expected to develop their recall and application of number bonds and times tables (up to x12) by the end of year 4. Half-termly maths challenges and times table challenges are used to reinforce maths fluency.</p> <p>In year 4, children will cover:</p>	<p>Scientific skills and concepts are embedded and developed in all science lessons and through a range of enquiry types.</p> <p>Children will also explore the following:</p>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Understand and create databases linked to habitats using J2data</li> </ul>
<p><b>Writing:</b> Our writing curriculum will focus on:</p> <ul style="list-style-type: none"> <li>Engaging with a wide range of high-quality texts to support and develop writing across a variety of genres</li> <li>Planning, drafting, writing, evaluating and editing</li> <li>Using the diagonal and horizontal strokes needed to join letters</li> <li>Increasing legibility, consistency and quality of handwriting</li> </ul> <p>Main writing outcomes include:</p> <ul style="list-style-type: none"> <li><b>Fiction:</b> To explore plot structure, prediction and story writing, including descriptive noun phrases and humour, culminating in planning, writing a short story inspired by Mr Stink.</li> <li><b>Non-fiction:</b> Through Science pupils will write an autobiography of David Attenborough.</li> <li><b>Poetry:</b> To write a poem inspired by Joseph Coelho's work and perform it.</li> </ul>	<p><b>Decimals:</b></p> <ul style="list-style-type: none"> <li>Make a whole</li> <li>Write decimals</li> <li>Compare decimals</li> <li>Order decimals</li> <li>Round decimals</li> <li>Halves and quarters</li> </ul> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>Pounds and pence</li> <li>Ordering money</li> <li>Estimating money</li> <li>Convert pounds and pence</li> <li>Add money</li> <li>Subtract money</li> <li>Give change</li> <li>Working with money</li> <li>The four operations and money</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>Telling the time to 5 minutes</li> <li>Telling the time to the minute</li> <li>Using A.M and P.M; 24-hour clock</li> <li>Hours, minutes and seconds</li> <li>Years, months, weeks, days</li> <li>Analogue to digital</li> <li>Analogue to digital 12 hour</li> <li>Analogue to digital 24 hour</li> </ul>	<p><b>Living things and their habitats - Living in environments (biology):</b></p> <ul style="list-style-type: none"> <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 the local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<p><b>Art and design:</b> <b>Photography:</b></p> <ul style="list-style-type: none"> <li>The language of photography</li> <li>Investigating light and colour and manipulation</li> <li>Photography and mixed media</li> </ul>
<p><b>Grammar and punctuation:</b> <b>Spelling Shed's SPAG</b> scheme is used to support learning in school and at home, with specific focus for the year on the following:</p> <p><b>Sentence structure:</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions, adverbs or prepositions</li> </ul> <p><b>Text structure:</b></p> <ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material.</li> <li>Headings and sub-headings to aid presentations</li> <li>Use of the present perform form of verbs instead of the simple past</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuate direct speech</li> </ul>			<p><b>Geography:</b> <b>The Amazon Rainforest</b></p> <ul style="list-style-type: none"> <li>Understand where rainforests are located around the world and what their key features are</li> <li>Locate the Amazon Rainforest and explore the importance of it</li> <li>Understand why the Amazon, and other rainforests, are under threat</li> <li>Compare the Amazon basin to other areas studied</li> </ul> <p><b>Music:</b> <b>Rapping rhythms:</b></p> <ul style="list-style-type: none"> <li>Focus: rhythms and pulse. Raps and rhythm notation</li> </ul> <p><b>Physical education:</b></p> <ul style="list-style-type: none"> <li>Athletics</li> <li>Strike and field: cricket</li> <li>Swimming</li> </ul> <p><b>PSHE:</b> <b>Health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>Physical health and mental wellbeing</li> <li>Growing and changing</li> <li>Keeping safe</li> </ul> <p><b>Religion and Worldviews:</b> <b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>What does it mean to be a Sikh?</li> </ul> <p><b>Spanish:</b></p> <ul style="list-style-type: none"> <li>Access Duolingo and BBC Bitesize to keep up fluency with Spanish</li> </ul>
<p><b>Spelling:</b> Children are taught spelling through the Spelling Shed scheme, with on-line home learning tasks being given weekly.</p>			
<p><b>What parents can do at home to help:</b></p> <ul style="list-style-type: none"> <li>Check your child completes the weekly <b>Home Learning</b> tasks set by the class teacher.</li> <li>Listen to your child <b>read daily</b> and update their Reading Record.</li> <li>Remind your child to learn and practise their <b>spellings</b> regularly and to use Spelling Shed's on-line games to help practise tricky words too.</li> <li>Look out for the half-termly <b>maths</b> challenges and <b>practise</b> those skills regularly too.</li> <li>Help develop your child's fluency in their <b>times tables</b> up to x12 (and associated division facts). Use Times Tables Rock Stars regularly for support.</li> </ul>	<p><b>Links to support learning and wellbeing:</b> Please ensure your child accesses all their school on-line learning accounts from home regularly. Any technical issues, please contact <a href="mailto:ICT@trafalgarfederation.org.uk">ICT@trafalgarfederation.org.uk</a> and for curriculum issues, contact your child's class teacher directly, using their specific class name, to <a href="mailto:classname@trafalgarfederation.org.uk">classname@trafalgarfederation.org.uk</a>.</p> <ul style="list-style-type: none"> <li><b>E-school:</b> J2e</li> <li><b>Maths:</b> Mathletics, Times Tables Rock Stars</li> <li><b>English:</b> Spelling Shed, Bug Club</li> <li><b>General:</b> BBC Bitesize</li> <li><b>Wellbeing:</b> Access the Wellbeing tile through E-school for various resources</li> </ul>		<p><b>Trips, visits and dates for your diary:</b></p> <ul style="list-style-type: none"> <li><b>Summer term:</b> Tuesday 19<sup>th</sup> April – Thursday 21<sup>st</sup> July 2022</li> <li><b>Bank holiday:</b> Monday 2<sup>nd</sup> May 2022</li> <li><b>Inset day:</b> Friday 27<sup>th</sup> May 2022 (school closed)</li> <li><b>Half term:</b> Monday 30<sup>th</sup> May – Friday 3<sup>rd</sup> June 2022</li> </ul>