



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in
all its fullness!'** John 10:10
**'Achieving great things through
learning and growing together in a
love-filled Christian family'**

Year 4 Spring 1 2024 Curriculum Overview

English

Key Vocabulary

- Poetry - Exploring Form - Haiku, form, structure, traditional, purpose, audience, compose, Japanese, traditional, identify
- Narrative - Dilemmas - dilemma, issue, raise, gesture, intonation, improvisation, reaction, internal monologue, infer, deflect, implication, impact, motive, justify, morals, character, develop
- Debates - however, therefore, on the other hand, furthermore, consequently, statistics show, research suggests, in addition to, on the contrary, studies show, for that reason, in contrast

Key Learning

- **Poetry** - Haikus - Exploring Form - Pupils will: understand the structure of a Haiku, copy the structure of a Haiku to write their own poem, verbalise thoughts and opinions about own and others work, read a self-written Haiku using appropriate expression and fluency, identify and be able to count the number of syllables in words and lines of text, identify adjectives in sentences
- **Narrative** - The Balaclava Boy - Pupils will: listen to, read and discuss a range of fiction; explain the meaning of key vocabulary within the context of the text; identify, discuss and collect effective words and phrases which capture the reader's interest and imagination; use dictionaries to check meanings of words in the texts that they read; make predictions based on information stated and implied; demonstrate active reading strategies; draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence; identify main ideas drawn from more than one paragraph and summarising these; make and respond to contributions in a variety of group situations; analyse and evaluate texts looking at language, structure and presentation and how these

contribute to meaning; create complex sentences with adverb starters; use inverted commas and other punctuation to indicate direct speech; read and analyse narrative in order to plan and write their own versions; discuss and record ideas for planning; develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense; plan and write an opening paragraph which combines the introduction of a setting and character/s; use paragraphs to organise writing in fiction texts.

- **Debates** - The Rainforest/Deforestation - Pupils will: use knowledge of root words to understand meanings of words; listen to, read and discuss a range of debates; explain the meaning of key vocabulary within the context of the text; participate in discussion, taking turns and listening to what others say; develop, agree on and evaluate rules for effective discussion; navigate texts to locate and retrieve information in print and on screen; identify main ideas drawn from more than one paragraph and summarising these; analyse and evaluate texts looking at language, structure and presentation; explain how paragraphs are used to order or build up ideas, and how they are linked; analyse and evaluate how specific information is organised within a debate text; use commas to mark clauses in complex sentences; explore, identify and use Standard English verb inflections for writing; identify and discuss the purpose, audience, language and structures of debates; discuss and record ideas for planning; organise paragraphs linking ideas within paragraphs; generate and select from vocabulary banks; proofread to check for errors in spelling, grammar and punctuation in own and others' writing; discuss and propose changes with partners and in small groups; use appropriate intonation, tone and volume to present their writing to a range of audiences.

Maths

Key Vocabulary

- Multiplication and Division - multiply; divide; measure; calculate; solve; factor pairs; decimals; partitioning; formal methods; check; accuracy; problem; remainders; integers; product; quotient
- Length and Perimeter - kilometre; metre; rectilinear; equivalent; calculate; perimeter; length; width; height; distance; polygon; unit of measurement; convert; conversion; strategy; method; horizontal; vertical; equilateral triangle; regular; irregular
- Fractions - fraction; mixed number; improper fraction; equivalent fraction; numerator; denominator; intervals; consecutive; integer; fractional part

Key Learning

- **Multiplication and Division** - Pupils will: choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method); recognise and use factor pairs and commutativity in mental calculations; recall multiplication and division facts for multiplication tables up to 12×12 ; Use partitioning to double or halve any number, including decimals to one decimal place; 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; multiply two-digit and three-digit numbers by a one-digit number using formal written layout; divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context; use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy; solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including interpreting remainders), integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- **Length and Perimeter** - Pupils will: measure in kilometres and metres; find equivalent lengths; find the perimeter on a grid; find/calculate the perimeters of rectangles and rectilinear shapes; calculate missing lengths in rectilinear shapes; find the perimeters of regular and irregular polygons.
- **Fractions** - Pupils will: understand the whole; count beyond 1; partition a mixed number; complete number lines with mixed numbers; compare and order mixed numbers; understand improper fractions; convert improper fractions to mixed numbers; find equivalent fractions on a number line; create equivalent fraction families; add two or more fractions; add fractions and mixed numbers; subtract two fractions; subtract from whole amounts; subtract from mixed numbers.

Religious Education (RE)

Key Vocabulary

- Samuel; David; Jonathan; Saul; Goliath; inspiration and Psalm

Key Learning

- **David and the Psalms** - Pupils will: explore the Story of David and his strengths and qualities, read the Psalms and use them to discover more about the nature of God, and identify the values that the pupils consider to be particularly important.

Science

Key Vocabulary

- Migrate; monsoon; deforestation; biodiversity; emissions; pollution; pesticide; contaminate; drought; freshwater; marine sanctuaries; conservation areas

Key Learning

- **Living Things and their Habitats - Conservation** - Pupils will: describe ecosystems and how they are affected by changes in the seasons; understand human impact on the environment through deforestation; explore air pollution; understand water pollution; explore methods that can be used to conserve water; understand that humans can have a positive impact on nature.

Geography

Key Vocabulary

- Rainforest; continent; Equator; Amazon; Congo; forest floor; emergent; understory; canopy; logging; biome; tribe; okapi; nomadic; Aka people; hunter-gatherer; deforestation; ecosystem; indigenous; farming; fell; oxygen; fertile; carbon dioxide; Manaus; biodiversity

Key Learning -

- **Rainforests** - Pupils will be able to identify: What a mountain is; The features of a mountain; How mountains are formed; Mountain climates; The UK and world's highest mountains; The importance of the Himalayas.

Art

Key Vocabulary

- batik; colour; palette; craft; craftsman; imagery; industry; inspiration; mood board; design; develop; designer; organic; pattern; repeat.

Key Learning

- **Craft and Design: Fabric of Nature** - Pupils will: 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.

Physical Education (PE)

Key Vocabulary

- Gymnastics - mirror; match; sequence; constructive feedback; apparatus; performance; extension; tightness; limb; level; direction; fluency
- Net/wall games - striking; positioning; devise; racquet; shuttlecock; opponent; outwit; tactics; rally; evaluate

Key Learning -

- **Gymnastics 2-** Pupils will: show a mirrored shape with a partner; create a sequence of gymnastic actions with a partner; show a matched balance with a partner; include matched and mirrored shapes in sequences; identify strengths of a performance and areas for improvement; provide constructive feedback; complete sequences on apparatus; perform with a partner.
- **Net/wall games** - Pupils will: explore different throwing actions; practise catching; suggest ideas and improve their performance; strike a ball; improve movement skills and body positions; practise striking with a racquet; devise their own game.

Personal, Social and Health Education (PSHE)

Key Vocabulary

- Influence; risk; friends, peers; media; celebrities; choice; smoking; alcohol; positive influence; negative influence; decision making.

Key Learning -

- **Keeping Safe** - Pupils will: give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks; say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol; give examples of positive and negative influences, including things that could influence me when I am making decisions.

Computing

Key Vocabulary

- Word Processing, Edit, Highlight, Strikethrough, Centre, Align Left, Align Right, Justify, Target Market, Audience, Pitch, Presentation.

Key Learning

- **iOffice** - Pupils will be presented with a hypothetical scenario where all social media platforms have been removed from the internet. They will then be tasked with designing and creating their own social media platform to fill the gap in the market. Throughout the half term, pupils will use more advanced functions in word processors to plan their ideas before finally collating them into a Keynote ready to be presented to their peers.

Music

Key Vocabulary

- Boomwhackers, Pitch, Solfège, Rhythm, Notation, Stave, Quavers, Crotchet, Minims, Octavator, Octaves, Two-part harmony, Melody.

Key Learning

- **Boomwhackers** - To have gained a greater understanding of Boomwhacker instrumentation and to know its background. Students will also be able to perform a number of different skills on the instrument and play a number of songs.

French

Key Vocabulary

- soupe, œuf, salade, poulet, gâteau, hamburger, pain, poisson, yaourt, fromage, frites, pain grillé, crème glacée, sandwich, fruits, légumes, fraise, tomate, ananas, raisins, pêche, citron, poire, pomme, orange, pastèque, banane, oignon, des asperges, des épinards, une pomme de terre, un brocoli, une carotte, un chou-fleur, un poivron, une laitue, un, certains, 'Qu'est-ce que tu veux?', 'Je voudrais ...' merci, de rien, s'il vous plaît, 'Qu'est-ce que tu aimes?', J'aime, j'aime beaucoup, je n'aime pas ça, je n'aime pas beaucoup, je déteste, le, la, les, sain, nutritif, sucré, gras, salé, savoureux, délicieux, dégoûtant, juteux, est, sont, parce que, glace, vanille, pistache, chocolat, citron, fraise, menthe, mangue, caramel, café, cône, boule de glace, copeaux de chocolat, copeaux de noix de coco, copeaux colorés, sirop de chocolat blanc, sirop de chocolat noir, 'Quelle est ta glace préférée?', 'Ma glace préférée est la glace...'

Key Learning

- New Foods** - Pupils will revise previously learnt food vocabulary as well as learning new foods. Pupils will also revise and learn new opinion phrases as well as adjectives to describe food and justify their opinions. Pupils will practise their speaking skills through role playing, ordering at an ice-cream shop as well as buying food at a market. Pupils will also learn how to say, "I would like" and review the grammar rule of noun-adjective agreement. Pupils will improve their comprehension skills by listening to stories in the target language.

Reminders and Homework

Homework in Year 4 will consist of reading at least three times per week at home, learning spellings and revising times tables. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to.

Reading books can be changed when the children have completed their books and they will be reminded in class to complete the book change sheet on a daily basis. We aim to check records 2-3 times a week to ensure consistency.

Spellings will continue to be given out on a Monday. These can be revised by completing the spelling log at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc. If you misplace spellings, please see our class dojo page as these will be posted at the beginning of each new week. Please encourage your child to practise their times tables regularly on TTRockstars/Purple Mash.

Our PE days for this half term will be on a Tuesday and a Thursday.

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery must not be worn in school either.