



# 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 Summer 1 2023 Curriculum Overview

#### English

##### Key Vocabulary

- Narrative (on How to be a Viking) - plot, proof read, amend, create, settings, characters, plot, narratives, organise, paragraphs, theme, explore, identify, collect, noun phrases, complex sentences, adverb starters, fronted adverbials, apostrophes, singular, plural, clauses, analyse, box -up, characterisation, vocabulary, emphasis, suspense, generate
- Information Texts/Booklets (about Vikings/Anglo Saxons)- intonation, expression, context, navigate texts, contents, indexes, locate, retrieve, scan, analyse, evaluate, summarise, non-fiction, clauses, research, purpose, audience, structure

##### Key Learning

- **Narrative**

Pupils will: write narratives with a clear beginning, middle and end with a clear plot; proofread and amend their own and others' writing with growing confidence; create more detailed settings, characters and plot in narratives; organise their writing into paragraphs around a theme; explore, identify, collect and use noun phrases ; create complex sentences with adverb starters; use commas to mark clauses in complex sentences; create sentences with fronted adverbials for where; use commas after fronted adverbials; link ideas across paragraphs using fronted adverbials for when and where; use apostrophes for singular and plural possession; use different sentence structures; read and analyse narrative in order to plan their own versions; discuss and record ideas for planning e.g. boxing-up text types to create a plan; develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense; generate and select from vocabulary banks e.g. adverbial phrases and technical language.

- **Information Texts/ Booklets**

Pupils will: use punctuation to determine intonation and expression when reading aloud to a range of audiences; explain the meaning of key vocabulary within the context of the text; navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen; scan for dates, numbers and names; identify main ideas drawn from more than one paragraph and summarise these; analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning; analyse and evaluate how specific information is organised within a non-fiction text; prepare for research by identifying what is already known about the subject and key questions to structure the task; explain how paragraphs are used to order or build-up ideas, and how they are linked; use commas to mark clauses in complex sentences; identify, select and use determiners; read and analyse non-fiction in order to plan their own versions; identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction; discuss and record ideas for planning e.g. boxing-up text types to create a plan; use paragraphs to organise writing in non-fiction texts; generate and select from vocabulary banks.

## Maths

### Key Vocabulary

- Decimals -fraction decimal decimal Equivalent decimal tenths decimal hundredths decimal point round compare part whole model
- Money - decimals, convert, pounds, pence, compare, money, amounts, estimate, calculate, solve problems
- Time - years, months, weeks, days, hours, minutes, seconds, convert, analogue, digital, 24 hour clock.

### Key Learning

**Decimals** - Pupil will: recognise that tenths are made when dividing an object by 10 and hundredths are made when dividing an object by 100. They will learn to write these as both fractions ( $\frac{1}{10}$  and  $\frac{1}{100}$ ) and as decimals (0.1 and 0.01); recognise and write decimal equivalents of any number of tenths or hundredths (for example,  $\frac{3}{10}$  can be written as 0.3 or 0.56 can be written as  $\frac{56}{100}$ ); count up and down in tenths and hundredths: compare numbers with the same number of decimal places (for example, being able to say that 3.67 is a smaller number than 3.68); find the effect of dividing one- or two-digit numbers by 10 and 100, identifying the digits in the answer as ones, tenths and hundredths; round numbers with one decimal place to the nearest whole number (for example, 3.6 would round to 4); recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  (i.e. 0.25, 0.5 and 0.75)

**Money** - Pupils will: write money using decimals; convert between pounds and pence; compare amounts of money; estimate with money; calculate with money; solve problems with money;

**Time** - Pupils will: identify years, months, weeks and days; hours, minutes and seconds; convert between analogue and digital times; convert to the 24 hour clock; Convert from the 24 hour clock

## Religious Education (RE)

### Key Vocabulary

- church, chapel, cathedral, sacrament, vicar, curate, priest, minister, worship, holy, sacred, Mosque, Minaret tower, Temple, Synagogue, Ark, Gurdwara, and Langar.

### Key Learning

- In this unit pupils will deepen their understanding of how the church lives out the GOSPEL and contributes to the building of the KINGDOM OF GOD. They will learn that: not all church buildings are the same but have similar features according to denomination; Peter and the disciples 'built' the church after the events of Pentecost; Christianity is a world-wide multi-cultural faith; the Bible gives guidance to the church about behaviour and attitudes; world faiths have different places of worship and the names of those buildings, key features and the worship that takes place there.
- Pupils will be taught to: use religious vocabulary to name features of the church building; talk about their significance and link to the Bible. identify similarities and differences between churches and denominations worldwide; ask good questions about the similarities and differences between different denominational practices; make links between values and beliefs and behaviour; talk knowledgeably about places of worship, the features of the building and the worship that takes place there.

## Science

### Key Vocabulary

- Sound, vibration, medium, source, energy, materials, reflect, volume, decibels, pitch, instruments, particles

### Key Learning

- **Sound** - Pupils will learn how to: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it; and finally, recognise that sounds get fainter as the distance from the sound source increases.

## History

### Key Vocabulary

- Britain's settlement by Anglo-Saxons and Scots - kingdom, invade, raid, conquered, Anglo Saxon Chronicle, primary source, secondary source
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Architecture, Art, Civilisation, Daily life, Economy, Inspiration, Leisure, Nation, Religion, Settlement, Story, Trade, Country, Democracy, Empire, Equality, Government, Law, Monarchy, Parliament, Peasantry, Politics, Poverty,

### Key Learning -

- **Britain's settlement by Anglo-Saxons and Scots** - Pupils will: identify who the Anglo Saxons were, when they came to Britain and where they came from; identify the location of Anglo Saxon settlements; understand key features of the Anglo-Saxon way of life; understand and create my own messages using the Anglo Saxon alphabet; understand the Anglo Saxon religion and beliefs; understand what Anglo Saxon games were like; explain who Alfred the Great was and why he was an important figure to the Anglo Saxons.
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** - Pupils will: learn about The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor' (Viking raids and invasion); develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; understand how our knowledge of the past is constructed from a range of sources; address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

## Design and Technology

### Key Vocabulary

- Be a Baker-bread, origin, sensory, recall, apply, skills, knead, shape, products, dough, ingredients, Eatwell Guide, food groups, research, equipment, create, attractive, suggest, design, criteria, preparation, evaluate.

### Key Learning

- **Be a Baker** - Pupils will: name a selection of different types of bread and their countries of origin; describe a selection of breads tasted using sensory vocabulary; recall and apply the 'get ready to cook' steps; make a bread roll by applying skills which have been demonstrated (e.g. *knead, shape*); name other products that can be made from dough; identify ingredients (including bread) in meals from around the world and sort those ingredients into *The Eatwell Guide* food groups; research how bread is made and where bread ingredients come from; recall and explain where ingredients/foods come from; select and use basic equipment to prepare ingredients safely; select and arrange ingredients to create an attractive pizza; suggest ideas for basic design criteria; design bread based on their research and experiences which meets their design criteria; follow their design and apply the food preparation skills they have learned to make a their bread; evaluate their bread against the design criteria and suggest improvements.

## Physical Education (PE)

### Key Vocabulary

- OAA - Teamwork and Problem Solving-solve, challenge, cooperate, challenge, encourage, support, team, instructions, explain, strength.
- Striking and Fielding - demonstrate, underarm, throw, accuracy, catch, ball, striking, fielding, game, game play, bowling, batting tee, drop feed, tactics, competitive game

### Key Learning -

- **OAA -Teamwork and Problem Solving** -Pupils will:demonstrate working as part of a team to solve challenges;demonstrate cooperating and working together as a team to complete challenges; cooperate and work together as a team to

complete challenges; show encouragement and support to team members; demonstrate concise instructions; explain how they worked as a team to solve challenges; demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.

- **Striking and Fielding** -Pupils will: demonstrate an underarm throw with accuracy; catch a ball; demonstrate how to throw a ball underarm with some accuracy; catch a ball in a striking and fielding game; demonstrate how to strike a ball from a batting tee or drop feed; catch a ball in a striking and fielding game; demonstrate bowling a ball underarm; demonstrate striking a ball from a batting tee or drop feed; apply simple tactics in a modified competitive game

### Personal, Social and Health Education (PSHE)

#### Key Vocabulary

- The Wider World -environment, choice, protect, world, choices, buy, spending, money, finance, fairtrade, single use, charity, ideas, opinions, discussion, topical issues, care, concern, personal responsibilities, compassionate.

#### Key Learning

- **The Wider World - How can our choices make a difference to others and the environment:** Pupils will learn ;how people have a shared responsibility to help protect the world around them; how everyday choices can affect the environment; how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity); the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues; how to show care and concern for others (people and animals); how to carry out personal responsibilities in a caring and compassionate way

### Computing

#### Key Vocabulary

- Focal point, Focus, Rule of thirds, Perspective, Print media, Medium, Collaboration, Publishing, Distribution, Background, Foreground, Editing, Saturation, Sharpening, Filters, Cropping, Overlays, Rotation, Raw photos.

#### **Key Learning**

- **Junior Jam - iCommunicate** - Pupils will: learn photography practice such as, having a focal point, making sure you photo is in focus, as well as more advanced techniques like perspective and rule of thirds; use these techniques and new knowledge gained from this course by analysing existing print media to create a magazine about their school; learn how to use advanced features of Strip Designer to create their final product. Throughout the course the pupils will also learn about the roles people have within this field and how collaboration is key within this industry.

### **Music**

#### **Key Vocabulary**

- Rhythm, Pulse, Scales, Melody, Harmony, Timing, Emotion, Performance, Call and Response.

#### **Key Learning**

- **Junior Jam - Class Jam** - Pupils will: be able to follow videos and play in time to a backing track on their instruments; be able to use a range of melodic and percussion instruments to re-create popular songs and practise playing as an ensemble; work towards keeping in time with each other and be able to perform two sections of a song.

### **French**

#### **Key Vocabulary**

- 'Quel temps fait-il?', il fait froid, il y a du soleil, il y a des nuages, il y a du vent, il neige, il fait chaud, il grêle, il y a de l'orage, il y a du brouillard, il pleut, l'avion, l'ambulance, la voiture, le vélo, le bateau, le bus, le taxi, le camion de pompier, l'hélicoptère, la moto, le tracteur, le train, 'Quand il fait...', 'Je porte...', 'Qu'est-ce que tu vas mettre?', une robe, un pull, une chemise, un pantalon, des chaussures, une jupe, un écharpe, un manteau, des sandales, des gants, un short, une casquette, un chapeau, mettre

### **Key Learning**

- **Junior Jam - Weather and Transport** - Pupils will: be able to understand and read descriptions about the weather, clothing and methods of transport; learn the vocabulary for the weather and different items of clothing; build written sentences and present on what clothing is appropriate for what weather; be introduced to different methods of transport; play a range of games and work through reading and writing tasks to consolidate their learning.

### **Cultural Capital**

- History walks/experiences around our local area
- Visit to The Anderton Centre
- Linking Schools
- Cross Country competition at St Peters
- Tri-Kids Event
- Cricket Festival at Darwen Cricket Club
- Church walk - Springvale, St Josephs & The United Reformed Church (TBC)
- D.T: Elektec is a family run company. They run workshops and talk about all things electrical.
- Specialist baker to visit school.

### **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. We will continue to check reads every Thursday.

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.