



# 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 2 2025 Curriculum Overview

### English

#### Key Vocabulary

- Stories with a theme (Mousehole Cat)- read, discuss, explain, connect, identify, effective words and phrases, imagination, metaphors, similes, predictions, reading strategies, thoughts, feelings, actions, motives, justify, evidence, analyse, language, structure, complex sentences, adverb starter, fronted adverbials
- Recounts-newspaper (Reporting on the event of Tom and Mowzer going missing) - read, discuss, respond, reading strategies, generating questions, navigate, locate, retrieve, scan, skim, pronouns, noun phrases, text map, non-fiction bridge, boxing-up, captions, text boxes, Identify, discuss the purpose, audience, language and structures

#### Key Learning

- **Stories with a theme (Mousehole Cat)**

Pupils will: Listen to, read and discuss a range of fiction in different forms e.g. folk tales, 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 e.g. metaphors, similes, Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images, Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence, Prepare for research by identifying what is already known about the subject and key questions to structure the task, Analyse and evaluate texts looking at language, structure and

presentation and how these contribute to meaning, Develop, agree on and evaluate rules for effective discussion. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain, Use commas to mark clauses in complex sentences, Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled, Use commas after fronted adverbials, Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home..., Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones, 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, technical language, persuasive phrases and alliteration.

- **Recounts-newspaper (Reporting on the event of Tom and Mowzer going missing)** Pupils will: Read books and texts for a range of purposes and respond in a variety of ways, Listen to, read and discuss a range of newspapers in print and on screen, Demonstrate active reading strategies e.g. generating questions, finding answers, Navigate texts to locate and retrieve information in print and on screen, Record information from a range of non-fiction, Scan for dates, numbers and names, Analyse and evaluate texts looking at language, structure and presentation. Identify, select and effectively use pronouns, Explore, identify, collect and use noun phrases e.g. The stranger, dressed in red and yellow..., Read and analyse non-fiction in order to plan and write their own versions, Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan, Use organisational devices in non-fiction writing e.g. captions, text boxes, Identify and discuss the purpose, audience, language and structures of non-fiction for writing.

## Maths

### Key Vocabulary

- Time - years, months, weeks, days, hours, minutes, seconds, convert, analogue, digital, 24 hour clock.
- Shape - regular, irregular, polygons, equilateral, triangle, squares, lengths, equal, angles, perimeter, line of symmetry, 2D,

3D, orientation, reflect, symmetric, figure, pattern.

- Position and Direction - quadrant, coordinates, polygons, translate

**Key Learning**

**Time** - To understand: Years, months, weeks and day Hours, minutes and seconds, Convert between analogue and digital times, Convert to the 24 hour clock, Convert from the 24 hour clock

**Shape** - Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons, Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.

**Position and Direction** - Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.

## 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

- States of Matter - thermometer, melting point, boiling point, freezing point, solid, liquid, gas, condensation, evaporation, particles, water vapour, substance

### Key Learning

- **States of Matter** - Compare and group the three states of matter, explore how particles behave, investigate melting points, explore freezing and boiling points, explore evaporation and condensation, understand the water cycle.
- Children will work scientifically by - comparing, grouping, observing, measuring and researching.

## Geography

### Key Vocabulary

- Rivers - water cycle, river, stages, features, land use, changes, source, mouth, recognise, explain, human activity, affect, flooding, communities, characteristics.

### Key Learning -

- **Rivers** -Describe the water cycle, explain what a river is and locate the world's longest rivers on a map, Describe how rivers are used around the world, Identify the stages and features of a river, and the way that land use changes from the source to the mouth, Recognise and explain how human activity affects rivers, Recognise and explain how flooding affects communities, Identify the key characteristics of one of the world's longest rivers.

## Art

### Key Vocabulary

- Formal Elements of Art - Mark making, charcoal, abstract, create, patterns, techniques, print, block, texture, coating, geometric, mathematical, colour, repeating, symmetrical, figure, reflection, compass, arcs, recreate
- **Formal Elements of Art** - To develop a range of mark-making techniques, I can experiment with charcoal to create different textures and effects, I can express the meaning of words and phrases in an abstract way using an appropriate charcoal technique, To create patterns using printing techniques, I can make a printing block using playdough, I can press an object into the block to create texture and pattern, I can print using my playdough block by: coating the surface in ink and placing paper over the block and pressing with my hand, To create patterns using a stamp: I can make my own stamp using geometric and mathematical shapes, I can use my stamp to create prints, I can make my prints unique through my use of colour and pattern, When printing I have tried to use: Repeating patterns, Symmetrical patterns, A simple symmetrical figure, To create patterns using reflection and symmetry: I can apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern, To create a geometric pattern, I know that a compass is used to make circles, I can use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern, I know that people have used the flower of life pattern for thousands of years.

## Physical Education (PE)

### Key Vocabulary

- Athletics - pull action, push action, sling throw, develop, actions, distance, throw, pass, catch, relay, hop, step, jump, perform, combine
- Games - Net/wall - Core Task 2 - consolidate, throw, actions, practice, improve, strike, simple tactics, simple games, develop, range, skills.

### **Key Learning -**

- **Athletics** - To throw using a pull action, To explore different running techniques, To throw using a push action, To perform the sling throwing action, To develop jumping actions (two feet to two feet for distance), To throw for distance using a pull, push and sling throw, To pass a quoit/baton to a teammate in a relay, To perform a hop, step and jump, To perform pull, push and sling throw, To perform a combination of 5 jumps.
- **Games - Net/Wall** -To know why warming up is important, To consolidate throwing actions, To suggest ideas and practices to improve their play, Strike the ball using their hand or small bat, Strike the ball using their hand or small bat, Choose a range of simple tactics to use in a simple game, To develop range of striking skills suitable for net/wall type activities.

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

### **Key Vocabulary**

- Growing and Changing - breasts testicles womb choice civil partnership sperm enjoy penis hormones pubic hair; periods; marriage; love; puberty; live together; civil partnership; uncomfortable feelings; menstruation; vagina; vulva; compromise; share; ovaries; wet dreams

### **Key Learning**

- Growing and Changing - Body Changes During Puberty ; What parts of the body are the same for girls and boys? What parts of the body are different for girls and boys? How do some parts of the body change during puberty? Managing Difficult Feelings: What feelings might someone have during puberty? Why might someone have difficult feelings during puberty? What are good ways to compromise? Relationships, Including Marriage ;Why do some people choose to get

married? Who can get married and how old do they need to be? Why do some people choose to have a civil ceremony? Why do some people choose to live together?

## Computing

### Key Vocabulary

- Junior Jam - i-Tech - iControl - Robotics, Industry, External Device, Pitch, Yaw, Roll, Efficiency, Gyroscope, Motor, Ballast, Accelerate, Microprocessor, Conditionals, Interpret

### Key Learning

- **Junior Jam - i-Tech - iControl -** : Pupils will build upon their coding knowledge gained during Level 1 iProgram and learn how to control both simulated and external systems. Pupils will use computational thinking to plan, create and write a program to run an external device. This will involve writing code within the language Blockly, stringing code together to make algorithms, solving and debugging any issues, and coding to achieve the goals set out by the instructor. At the end of the half term pupils will have the opportunity to test their code on a physical object.

## Music

### Key Vocabulary

- Junior Jam - Singing L2 - Singing, Vocals, Round, Timing, Tone, Conductor, Melody, Harmony, Range, Vocal Register, Bass Baritone, Tenor, Alto, Soprano, Vocal Fry, Falsetto, Whispering, Whistling.

### Key Learning

- **Junior Jam - Singing L2** - Pupils will know how to sing in rounds and create very simple harmonies. Pupils will understand the role a conductor plays and why they are needed. Pupils will also know their own vocal range classification and be able to sing their range from Fry to the top.

## French

### Key Vocabulary

- Junior Jam - Holidays and Activities - Espagne, Angleterre, Pays de Galles, Écosse, Irlande, Italie, Portugal, Grèce, France, printemps, été, automne, hiver, aller, je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont, 'Où vas-tu pendant les vacances?', 'Je vais (pays), avec mon (membre de la famille) et nous allons dans (transport)', ma famille, mes parents, ma mère, mon père, mes grands-parents, ma grand-mère, mon grand-père, mon frère, ma sœur, mon oncle, ma tante, mes cousins, en voiture, en avion, en van, en train, en bus, en bateau, j'adore, j'aime, je n'aime pas, je déteste, Qu'aimes-tu faire pendant les vacances?', écouter de la musique, visiter des musées, aller à la plage, nager dans la mer, aller au cinéma, aller se promener, faire du vélo, prendre des photos, Il fait beau, il fait froid, il fait chaud, il neige, il pleut, il y a du vent, dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent, noir, violet, blanc, marron, rose, bleu, vert, jaune, orange, rouge, gris, un manteau, une veste, une chemise, un t-shirt, un pantalon, un short, une robe, une jupe, un maillot de bain, un chapeau, des gants, un foulard, une casquette, des sandales, des chaussures, des bottes

### Key Learning

- **Junior Jam - Holidays and Activities** - Pupils will be able to talk and write about where they go during the holidays, with who, and how they get there. Pupils will also practise the grammar rule of noun-adjective agreement when describing the colour of items of clothing.

## Cultural Capital

- Experiences around our local area
- Geography fieldwork on rivers
- Y3/4 football festival
- Linking Schools - school visits
- Literature festival at Darwen Library Theatre



- Cricket competitions at Darwen Cricket Club
- DPSSA Witton Athletics

### 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. (Children can sign their own reading records but parents/carers MUST also do so at least once per week (Thursday - Thursday))

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.

Spellings will continue to be given out on a Friday. 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 end of each new week.

Please also ensure your child practises their times tables three or more times per week either through Purple Mash, Multiplication Grand Prix or writing them on paper if these can not be accessed online at home. Times tables will no longer be set as a 2Do on Purple Mash, but children can access times tables activities on the site by clicking on the Mathematics tab.

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.