



St Barnabas

Church of England Primary Academy

A member of **CDARI**

**'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 2023 Curriculum Overview

English

Key Vocabulary

- Stories with a theme (Mousehole Cat)- read, discuss, explain, context, 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

- Health and Wellbeing - keeping safe, recognising, managing, predict, assess, situations, local environment, less familiar locations, digital devices, influence, peer behaviour, desire, peer approval, concerns, content, contact, inappropriate, rules, restrictions

Key Learning

- Health and Wellbeing- How can we manage risk in different places? - Children will learn: how to recognise, predict, assess and manage risk in different situations; how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about); how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence ;how people's online actions can impact on other people; how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online; how to report concerns, including about inappropriate online content and contact; that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

Computing

Key Vocabulary

- Junior Jam - i-Tech - iCSI Cold Case - Cold case, IP (internet protocol), click bait, phishing, popups, targeted ads, digital footprint – Active and Passive, Network tower, GPS, virus, hoax emails

Key Learning

- **Junior Jam - i-Tech - iCSI Cold Case** - Throughout iTech Level 3 iCSI pupils will learn how technology is used within the police, cyber units and other specialist departments to help them solve crimes. Pupils will understand the collaboration within technological departments is key. Pupils will understand how Cookies are used, what an IP address is, GPS tracking, click bait, phishing emails/pop ups and facial recognition software. With strong ties to the Teaching online safety in schools (Jan 2023) non-statutory guidance, pupils will leave this course with a strong understanding of how what they do online can directly affect them and their digital safety.

Music

Key Vocabulary

- Junior Jam - Keyboards - Clef, Stave, Crotchet, Minim, Semibreve, Treble, Bass, Compose, Tempo, Dynamics, Drone, Melody, Time Signature, Tempo

Key Learning

- **Junior Jam - Keyboards** - Learn how to read music in the treble and bass clef, focusing on fingering and hand position, recognising notes on the keyboard and being able to play basic songs with two hands. Pupils will be able to recognize notes and gain confidence in performing basic songs with two hands or as a duo.

French

Key Vocabulary

- Junior Jam - Clothing and Shops - 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, une cravate, des baskets, des chaussettes, des lunettes de soleil, un t-shirt, Le maillot de bain, le survêtement, la veste, le jean, rouge, jaune, vert/e, violet/te, noir/e, blanc/he, rose, bleu, grand/e, petit/e, clair/e, foncé/e, le marchand de journaux, la boulangerie, la pharmacie, le magasin de jouets, le magasin de chaussures, le magasin de vêtements, l'animalerie, la boucherie, le fleuriste, la station essence, la librairie, la bijouterie 'Combien ça coûte?', 'C'est... euros', je porte, tu portes, il/elle porte, nous portons, vous portez ils/elles portent, 'Qu'est-ce que tu portes?'

Key Learning

- **Junior Jam - Clothing and Shops** - Pupils will be able to say the clothes that they wear on different occasions and give their opinion about them.

Cultural Capital

- History walks/experiences around our local area
- Geography Fieldwork on rivers
- Y3/4 Football Festival at Mill Hill Green Lane
- Linking Schools - School visits
- Y3/4 Tri Golf Festival at St Bedes
- DPSSA Cross Country competition at St Peters
- DPSSA Witton Athletics
- Y3/4 Quad Kids

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.